THE · WAYWARD · CHILD

HANNAH · KENT · SCHOFF

CHILDHOOD AND YOUTH SERIES

EX LIBRIS

370.4 70.4 356
.S63 S

Library

St. Olaf College

Northfield, Minn.

THE WAYWARD CHILD

Digitized by the Internet Archive
in 2026

https://archive.org/details/waywardchildstud0000hann

THE WAYWARD CHILD

A Study of the Causes of Crime

LIBRARY
RED WING
SEMINARY

By

HANNAH KENT SCHOFF

President of the National Congress of Mothers and Parent Teacher Associations,
President of the Philadelphia Juvenile Court and Probation Association,
Collaborator in the Home Education Division of the United
States Bureau of Education and Editor of
The Child Welfare Magazine

CHILDHOOD AND YOUTH SERIES

EDITED BY M. V. O'SHEA

Professor of Education, The University of Wisconsin

Clarence E. Ritch.

ST. OLAF COLLEGE LIBRARY
NORTHFIELD, MINNESOTA

INDIANAPOLIS
THE BOBBS-MERRILL COMPANY
PUBLISHERS

070.4
S63

HV9069
.S36

Copyright 1915
The Bobbs-Merrill Company

3762

GALE COLLEGE LIBRARY

PRESS OF
BRAUNWORTH & CO.
BOOKBINDERS AND PRINTERS
BROOKLYN, N. Y.

EDITOR'S INTRODUCTION

We are being told frequently these days by persons of high authority that crime is constantly becoming a more serious problem in American life. Recently several investigators have made alarming statements to the effect that juvenile delinquency is steadily increasing in this country. Many persons are placing the blame for this unhappy condition of affairs on the school; others are saying that the home is at fault; while still others are claiming that social conditions are mainly responsible for the development of the youthful criminal. Apparently all these people are in earnest in their efforts to determine the factors which lead the young into a criminal career; but most of the discussion of this subject which one reads in our day is based on a study of the matter from the outside, as it were. The sociologist discusses the question from the standpoint of the general principles of social organization and social activity. The minister treats the problems involved from the view-point of religion, while the psychologist views them from his special standpoint. Comparatively few of those who write on this theme have actually studied criminals at first hand and learned from them the story of their lives, for the purpose of ascertaining what they themselves think were the factors which turned them into evil paths. There have been some helpful "confessions" of criminals, and these have given a glimpse of the

89213

early life of the authors and have indicated at what point they were deflected into ways of crime. But these "confessions" have not been numerous, although students of human nature have appreciated that a great amount of valuable information could be secured from an offender if he could be induced to make a frank statement of his own experiences, and give his opinion as to ways and means of training the young so that they would be able to repress evil tendencies.

The author of *The Wayward Child* has adopted the method of getting directly from criminals the story of their lives for the purpose of finding out what conditions led to their downfall. She secured from a large number of men and women in jails and prisons throughout the country frank statements of their early careers. Her correspondents were evidently genuinely interested in the questions which were asked them. They desired to tell truthfully the experiences which had led them into conflict with the law, and in a great many cases they pointed out with clearness and earnestness what ought to be done with young people in order to save them from a criminal life. Mrs. Schoff supplemented her *questionnaire* by direct visits to a good many prisoners. She gained their confidence, and learned from them directly what they considered to be the influences which led them into delinquency. Besides, Mrs. Schoff has for many years been president of the Juvenile Court Association in her native city, and she has studied the careers of a great many

young people who have passed through the juvenile court.

The present volume assembles the results of all these investigations and experiences, and interprets and comments on the facts presented. The book is a practical study of the facts and conditions in contemporary American life which lead the young into conflict with the institutions of society. The various suggestions for improvement which the author makes are all based on her concrete material and her actual experience in dealing with young offenders. Mrs. Schoff should be considered as a practical rather than a theoretical student of the psychology and sociology of juvenile crime, and the book will therefore appeal particularly to those who are charged with the immediate care and education of the young. But it will also be of service to theoretical students, because it will furnish a body of interesting and accurate material illustrating the results on juvenile conduct of all the dominant forces in modern city, village and country life.

M. V. O'Shea.

Madison, Wisconsin.

AUTHOR'S INTRODUCTION

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal souls, if we imbue them with immortal principles, with the just fear of God and love of fellow men, we engrave on those tablets something which will brighten all eternity."—DANIEL WEBSTER.

This book carries a message to those whose interest has not yet been awakened in the work of saving the wayward child. This is not a problem for the few, it is a problem for all, for without help from all some children will always suffer. Because in the past few have known the unfortunate and dangerous conditions many children are laboring under, these conditions have continued longer than would have been possible were it realized what such conditions entail on children and on society at large. A little child has led the writer to an exhaustive study of the causes which are responsible for making wayward children, of the treatment provided for them, its effects on them and of the possibility of providing more effective measures for prevention and treatment.

One morning in May, 1899, the Philadelphia papers gave an account of the arrest and imprisonment of a little girl for setting fire to a house. Her picture was published, and with startling head-lines she was heralded to the world as "A Prodigy of Crime." Motherless since she had been two years old, an inmate of an

orphanage and then a drudge in a city boarding-house, with no companionship save that of ignorant servants, there had been little opportunity for her to develop any moral responsibility. Friendless she was, arrested, imprisoned, tried in a criminal court and sentenced to a House of Refuge, and only eight years old! When asked why she had started the fire she frankly said, "To see the fire burn and the engines run."

Branded as a criminal and sentenced to the companionship of girls guilty of crimes of far greater menace to character, what hope could the future hold for her? The injustice in the treatment of this poor child led me to the determination to rescue her if possible, and to do for her what I should wish some one to do for my own little girl were she in a similar position—as she might have been had she been motherless and friendless at such a tender age. An interview with the judge and an appeal to be permitted to place the child in a good home that I had secured for her resulted in his granting the request. That child, regarded as such a prodigy of crime, grew up in the home given her by a noble woman. She has been graduated from a normal school, and is now an assistant principal in one of the public schools of Pennsylvania. The same results might be attained with most so-called prodigies of crime if they could be put under the right influences at the time when such influences count.

When I remonstrated with the judge for sending such a child to a reformatory he said he had no choice in the matter, for there was no other place to send her

and they did not want her even there, on account of the character of her offense. Further investigation into the methods of procedure with children only intensified the feeling already aroused, that injustice and wrong were being committed in the name of justice.

Pennsylvania has two houses of refuge, one in the eastern part of the state and one in the western. In addition to these the state has a reformatory at Huntington for boys over fifteen years of age. A law prohibits the retention of children in almshouses for more than two months, but the state had provided no other place for helpless children who often, through no fault of their own, were left to the state for care, protection and training. Private charities have stepped in to fill this gap and in many cases they have done good work in saving children, but this work has always been inadequate.

There were five hundred children ranging from six to sixteen years of age in the Philadelphia County Prison in 1900. There were from two to three hundred children passing through the station houses of the city every month, all standing in critical need of intelligent direction and guidance, yet receiving nothing. There were children in every county prison throughout Pennsylvania, committed for trifling offenses and subjected to influences that could not fail to confirm evil habits. There were over eight hundred children in each reformatory, and no distinction was made as to the children committed there. Waifs, homeless little ones and children accused of serious

crimes were indiscriminately sent to the same institution. It was made *easy* to send them there. The state put a premium on parental irresponsibility and welcomed all who wished to receive education and support at its expense.

Any magistrate could commit a child to a reformatory on a parent's statement of incorrigibility, and no effort seems to have been made to *prove* the parent's statement. The child's side of the case was never heard. The result was that step-fathers and step-mothers desiring to be freed from the care of children took this method of throwing on the state the duty that belonged to them, and more than half the children in the House of Refuge were there on account of the complaints of parents. The stigma of having been in a reformatory was thus put unjustly on hundreds of children and the state was subjected to an expense that was totally unwarranted. It was to the advantage of the institution to receive small children, because in working with these they could show a larger percentage of reform. The cottage system was used, yet with fifty or sixty children in each house and thirty sleeping in one room there could be little resemblance to family life. These reformatories provided excellent educational opportunities, industrial as well as academic, and they provided good food and fresh air in abundance. But the mingling together of hundreds of boys committed for every kind of crime, with only a distinction for size and age, made these institutions places where even with the moral stimulus coming from those

in charge of them, the inevitable result to all was a familiarity with crime of every sort.

The reformatory was in Pennsylvania the only place to send children, except the prisons, and some of the best judges sent children to *prison,* because there they were isolated instead of being associated with other offenders. Their trial was in the criminal court, and in the cages for criminals the boys and girls awaited their turn, listening to things too vile to mention, and receiving lessons in evil never to be forgotten. Dockets were always crowded, and never was there any one to give the busy judge any information that would help him to decide a child's case wisely. Such were the conditions in Pennsylvania in 1900.

And then it was that, with an inward vow to work unceasingly until something better than this could be devised for unfortunate children, the movement was planned which has resulted in the establishment of the juvenile court and probation system in Pennsylvania and which has influenced its establishment in many other places.

The first step toward this was a personal investigation of what other states were doing for children. A committee was formed which assisted in the compilation of the laws concerning dependent, delinquent and defective children in every state. Through the generosity of the New Century Club and of two of its members this compilation of statutes was published in 1900 and widely distributed among those making simi-

lar investigations. It was used as a text-book in several large universities.

Few states had given thought to protecting the interests of childhood. *Convict Children* was the title of the statutes in some states. The states which stood out in bold relief in child care were Massachusetts and Michigan, while Illinois had just introduced its juvenile court and probation system. Our investigation led us to the conclusion that Illinois in its juvenile court and probation system had introduced the most valuable and effective method of dealing with unfortunate children and that this system was the first thing to be desired in every state. An interview with the Governor of Pennsylvania and with several political leaders secured their hearty support for the movement. The enactment of the laws followed in May, 1901, and was a surprise and shock to those who felt that the old ways were good enough.

Up to 1899 children were tried in criminal courts throughout the United States and prisons had hundreds of child inmates. Thousands of children were arrested every month with no provision for any help to prevent further wrongdoing. The book, *Statutes of Every State in the United States Concerning Dependent and Delinquent Children,* became the basis of knowledge of state responsibility for children assumed up to 1900. Further knowledge of the wrongs against children committed in every state impelled the writer to do her part in calling attention to these facts and in awakening public sentiment to demand better methods

for child protection. The way has led deeper and deeper into the questions of child life as they are met in home, school and state. Investigation combined with practical work with children has brought to light many facts which bear strongly on the causes which have made courts so busy and prisons so full.

Through the interest aroused among Pennsylvania men and women when the facts were placed before them Philadelphia became the second American city to establish a juvenile court, and Pennsylvania became the third state to pass laws against placing children in prisons or hearing their cases in a criminal court. This was the first result of the work, and Philadelphia had its first session of the Juvenile Court in June, 1901.

The supplying of probation officers, for whose salary there was no provision, was the next step. For eight years, with the valuable help of those who had become interested in the cause, the organization of probation work, its extension, support and direction in Philadelphia devolved upon the writer. During that time over ten thousand cases were observed and carefully studied. Five thousand children were placed on probation, the others being discharged or sent to institutions. Weekly meetings with probation officers were held, to consider what could best be done to help the children, before the cases were heard in court.

The causes of arrest were larceny, running away from home, incorrigibility, vagrancy, assault and malicious mischief. Ninety per cent. of those arrested were boys, ten per cent. girls. About half of the chil-

dren were native born. More than half of them were between thirteen and sixteen, about one-third between ten and thirteen and the remainder were under ten years of age. Ninety per cent. were normal children who were bright and who possessed the natural ability of more favored children. About ten per cent. were physically or mentally below normal. In each case there was a thorough investigation as to the home conditions and school record of the child as well as into the causes that had led to arrest. The causes of juvenile delinquency can be summed up in a few words, as, parental ignorance concerning child nurture, bad home conditions, community ignorance and the failure to provide for children's needs. In nearly every case the child is the innocent victim of circumstances over which he has no control. In other words, children appear in juvenile court as the result of conditions outside of themselves but which would bring any child there who might be subjected to them.

The study of the arrested children in a city of a million and a half inhabitants gives one a broad view of and insight into the conditions which bring children into court. While seeking to give suitable help to each child the writer has also been studying the broader problem, endeavoring to learn all that leads to arrest and why so many children are driven to take the downward path. Each year has deepened the conviction that ignorant, injurious, mistaken treatment of children is the real cause of crime. The writer's experience with ten thousand children is conclusive in its

indication that the reason why the prisons are full dates back to the early lives of these men and women whom the world calls criminals.

As a result of this conviction the writer began to wish that it were possible to get into communication with prison inmates and learn directly from them what were their thoughts and feelings about their early lives and what they considered the causes of their downfall. Theories may or may not be true. They never, at any rate, carry conviction as do the plain facts of actual experience. And it is for this reason that the writer was led more and more to wish to get information directly from prison inmates concerning the causes of crime.

An opportunity to make just such an investigation into the early life of prison inmates came in 1909. This opportunity came through the writer's receiving an appointment from the Department of State to represent the United States at the Home Education Congress in Belgium, and also being appointed by the United States Bureau of Education, chairman of the American Committee on Causes of Crime in Normal Children. The members of the committee were, besides the writer, the Honorable Ben B. Lindsey, the Honorable William H. De Lacy, Superintendent William H. Slotter, Miss Elizabeth A. Atkinson, secretary, with Professor M. V. O'Shea, who was chairman of the American committees making special studies. Letters were sent to the wardens of all the penitentiaries, asking whether they would be willing to submit a pre-

pared list of sixty-five questions to the inmates, and offering to send as many copies of the *questionnaire* as should be needed.

The replies from wardens in fifteen states were favorable, and at their request twenty thousand *questionnaires* were sent to them. It was felt that the point of view of the men and women who have lived through all that lies back of a prison sentence must have some bearing on any serious study of crime. The questions were asked with the purpose of learning the causes leading to crime, and whether or not the treatment given had served the purpose for which it was intended. Space was given for brief life stories of those who replied. Out of twenty thousand *questionnaires* sent over two thousand replies were received. They came from eight states and were representative in character, and in nearly all cases the desire was indicated to cooperate in the purpose for which the committee was making the investigation. The *questionnaire* contained a statement that the committee was investigating the causes which lead boys and girls to offend against the law and enter into lives of crime, with the purpose of protecting the youth of the country and preventing them from following criminal careers. These statements also appeared on each *questionnaire* and seemed to touch a responsive chord in many hearts: "You can help innocent children by replying truthfully to the questions submitted to you. Your answers will be confidential and your name is not de-

sired, but the information you may give will help to give boys and girls a better chance."

One prisoner of thirty wrote, commenting on these statements: "If by answering these few questions I am able to prevent only one boy or girl from leading a dishonest or criminal life I am well satisfied and would willingly answer a thousand more." Many others expressed the same thought in different ways.

No one could read the life stories of these erring men and women without arriving at the conclusion that prevention of crime instead of punishment must be the great work of the future.

The contributing causes lie in home, in church, in school, in city and state. In the years that the writer has been in touch with the so-called incorrigible children of a great city she has seen many who were regarded as hopelessly wicked respond to the love and care given them. Grown to manhood and womanhood, leading honest and useful lives, they have proved that they were not incorrigible or hopeless.

The crime committed has hitherto held the center of the stage. It is more important to learn, however, *why* it was committed. To guard and properly guide every child in the formative years of life, to prepare him to meet temptations of every kind, but to protect him from meeting them until he is strong enough to resist them—this is the constructive work demanded of parents, teachers and the state.

Crime can only be prevented as the causes which contribute to making the criminal are fully understood

and removed. The belief that certain people constitute a criminal class and that society must take their existence for granted and provide for them has hitherto tended to impede any reduction in criminality.

The child stands in our midst to-day as he did when the Savior placed him there and said, "Suffer the little children to come unto me and forbid them not, for of such is the Kingdom of Heaven." Concerning the wayward He said, "If a man have an hundred sheep, and one of them be gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray? . . . Even so it is not the will of your Father which is in Heaven that one of these little ones should perish."

Could there be stronger testimony than that as to the possibilities inherent in every child, or a stronger plea for help for those who go astray? It places beyond argument the fact that the germs of good are in every child. What has the world done to foster and develop them? Why have so many failed to develop their better selves?

Fourteen years of study of these questions, with the information gained in the course of that study, have brought the writer to the conclusion that in saving the wayward child lies the solution of the problem of preventing crime. That hitherto crime has increased is the natural result of the treatment of children in the past. The question is one that touches our whole social structure. It is one that can only be settled by the intelligent, united effort of parents, teachers and

the state in the adoption of methods better fitted to develop and save children. It is a question that must be viewed from many angles to realize the full effect on child life. All these angles must be straightened out and linked together until, like a circle without a weak link or a break, home, church, school and state adopt methods and undertake care which will enable every child to develop the highest rather than the lowest side of his nature.

H. K. S.

CONTENTS

CHAPTER PAGE

I At the Parting of the Ways 1

The Wayward Child and Adult Criminality—Waywardness Remediable — Sympathy Necessary — Specialized Knowledge—Arrests of Children—Imitation —Need for Discernment—Children in Danger—Other Dangers — Cigarettes — Prevention — Children not Criminals—How All Can Help—The First Offense—The Parent's First Duty—Knowledge of Conditions.

II The Crimes that Fill the Prisons 14

Crime Against Property—Crime Against the Person—Parental Neglect—Released Prisoners—Youthful Prisoners—Types of Offenders—Influence of Jails —Evil Contagious—Typical Instances—A Warden's Opinion.

III How Homes Promote Criminality—Parents' Mistakes 26

Parents' Misunderstanding — Why Children Run Away—Was This Boy a Vagrant?—Drunken Parents — Craving for Love — Necessity for Mothering—Evenings in the Streets—Home Conditions—Influence of Heredity—Wayward Children Are Normal—More than Half American-Born—Arrested for Stealing — Self-Control — Running Away — Nine-Tenths Are Boys—Children's Reading—School Libraries—Reading Courses—The Danger of Impurity—Functions of Life—Inefficient Homes.

IV Separation of Parents 51

Children and Divorce—Need for Guardians.

V Regulation of Occupations for Children 61

Early Experiences — Guardians for Children — Homeless Children—Remedial Legislation—Effect of Legislation—Playgrounds—Habit of Work—Freedom and Initiative—Placing Responsibility—Work Prevents Crime.

CONTENTS—(CONTINUED)

CHAPTER PAGE

VI THE HOMELESS MOTHERLESS CHILD 73

Criminals Handicapped—Orphan Asylums—Home Finding—Arrests for Vagrancy—What the State May Do—Protection of Children — Evidence from the Prisons — Mothers Versus Institutions — Need for Mothers—Breaking Up of Families—Mothers' Pensions—Administration of Pensions—Murder, the Result—Parent-Teacher Associations.

VII BOYISH PRANKS TREATED AS CRIMES MAKE CRIMINALS 93

Turning Points in Life—Serious Results—Entire Lives Wrecked—Moral Disease—Educational Authorities.

VIII SCHOOLS AND THE WAYWARD CHILD 106

Juvenile Courts—Natural Activities—One Teacher's Method—Why Children Leave School—Trade Schools—The Teacher and Wayward Children—Public School-Teachers—Married Women as Teachers—Both Men and Women—Responsibility of the School.

IX TRUANCY 121

Mothers Working Outside—Schools Do Not Interest Children—Poverty and Truancy—Truant Officers—Dealing with Truants—Faults Every Teacher Meets—Helpers Needed—Preventing Crime—Young Teachers—A Personal Relation—The Child Who Steals—The Child Who Lies—Irregular Attendance—Parents' Cooperation—The Bureau of Education.

X THE SALOON'S PART IN THE DOWNFALL OF YOUTH . 137

The Saloon—National Regulation—Governmental Expense—The Saloon or the School—Y. M. C. A. and Y. W. C. A.

XI THE STATE'S METHODS IN TREATMENT OF CRIME . 158

Criminal Procedure—Minor Offenses—The Minor Courts—The Wayward Cirl—Juvenile Offenders—Children in Prisons—Criminal Courts—Prisons—Released Prisoners—Conditions in Prisons—Political Control — Helping Prisoners — Responsibility for Crime—Making New Crimes—Efficiency of the State—City Ordinances.

CONTENTS—(CONTINUED)

CHAPTER PAGE

XII REFORM SCHOOLS AS A PART OF THE PENAL SYSTEM 179

One Cause of Failure — Indiscriminate Commitments—Irresponsible Parents—The Reform School—Large Institutions—The Institution Child.

XIII THE PLACE AND WORK OF THE JUVENILE COURT . 204

Chicago's Juvenile Court—Juvenile Court Laws—The Supreme Court—The Dependent Child—The Erring Child—Incorrigible Children—Truants—Juvenile Court Not a Criminal Court in Pennsylvania—A Hospital for Treating Moral Disease — Probation Work—A Juvenile Court—The Next Step Forward—A Juvenile Court Judge—Rural Districts—The Requirements—Procedure—Temporary Homes—Boarding Homes—Probation Work—Training Schools.

XIV PROBATION THAT WILL SAVE WAYWARD CHILDREN 233

Qualifications Essential to Good Probation Work—Safeguarding the System—Training in Honesty—Dealing with Theft—Parents' and Teachers' Treatment of Dishonesty—Hope and Encouragement—Immorality—Other Offenses—The Citizens' Initiative—Personnel of Association—The State Commission—Cooperation of Churches—Mothers' Circles—Detention Houses.

XV A CHILDREN'S CHARTER FOR THE UNITED STATES . 257

No Correlation—Better Opportunities—Child Welfare Commissions.

INDEX 271

THE WAYWARD CHILD

THE WAYWARD CHILD

CHAPTER I

AT THE PARTING OF THE WAYS

THE wayward child has been from time immemorial an anxiety to parents, a problem in the school and an object for discipline and punishment by the state when his offenses became too disturbing to be ignored.

The Wayward Child and Adult Criminality.—The relation of the wayward child to the whole great problem of crime in society has yet to be realized. When it is proved that from the ranks of children who are to-day standing at the parting of the ways our criminals of the future are being recruited, the subject of the wayward child will be regarded as one of deepest concern to the entire nation. Those who have had little contact with these children often feel that they are fundamentally different from other children. On the other hand, those who have known thousands of them learn that they possess the same innate possibilities as do more fortunate children—that they

GALE COLLEGE LIBRARY

are in a condition similar to that of the people who have been classed as lazy and good-for-nothing because the hook-worm was sapping their life-blood and depleting their energy, conditions for which these people were not responsible, but which were nevertheless undermining their moral life. In discovering the hook-worm government medical experts brought to thousands of our citizens the blessing of health, for the condition was found to be remediable and preventable.

Waywardness Remediable.—The problem of the wayward erring child is one that exists in every community, yet it, too, is a condition that is largely remediable and preventable. It took years of earnest study to reveal the hook-worm as a cause of low vitality and lack of initiative and energy. Infinitely more subtle is that spirit which gives life and power to the human body, and the intelligent comprehension of all that depresses or inspires it is correspondingly more difficult—but this may be accomplished, so that the obstacles which obstruct the spirit's normal growth and development can be seen and removed.

Sympathy Necessary.—In dealing with wayward children it is often necessary to combine the wisdom of the skilled physician with the wisdom of those who have given most effective study to the development of the soul and heart

in childhood. Physically one may be developed to great perfection, yet unless the spirit's guiding power is true and balanced, life will fall short of its best possibilities. Who are the persons best fitted to learn about this? It is a question of the child's inner life, of the motives and influences which have led to evil, of the race tendencies which are peculiar to different stages of youth. Only those with sympathy and understanding of the childish heart and mind can get at the real causes and touch the inner life and give that inspiring help which will tide a child over a crisis in life and set him on the upward path. Only those can be of use who believe in the possibilities of children, who have real faith in them, when the question of childhood's needs is at issue.

Specialized Knowledge.—When a crisis comes in a serious illness the physician most skilled in treatment of that special disease is called in as a matter of course. When a valuable watch needs repairing we do not take it to a blacksmith, for it requires more delicate handling than he can give it. When a child, a youth or a man goes wrong he, too, faces a serious crisis in life; he, too, needs nicely adjusted treatment—the treatment of one who understands human frailty, who condemns wrongdoing, but who also is filled with sympathy and can show the wrongdoer a better way of life. The world has learned that it

can not afford to neglect yellow fever or smallpox or tuberculosis. It has learned that these diseases are preventable; and when they do appear it has learned how to treat them and so eliminate the wasting plagues of past centuries. The world has yet to learn that ignoring or improperly treating what have been considered trifling offenses of children are the greatest contributing causes for the increasing work of courts and prisons.

Arrests of Children.—The arrest of three hundred children a month in a single city, multiplied by a proportional number in other cities, is a matter of serious moment to those children and to the nation. Who have been the specialists dealing with such cases, diagnosing and treating them? These children stand at a critical point in their lives. It is the parting of the ways for most of them—the place and time when one sees the beginnings of a criminal career for many of them. It is a time when prevention is still possible, when we may thus check the ever-increasing tide of unfortunate humanity flooding into courts, only to be passed on for months or years to houses of correction, reformatories and prisons.

Imitation.—For the careless eye there is nothing to indicate the future of these children. So gradual is the descent, so few are the safeguards, that only when the child is at the very verge of the precipice has society noticed his danger.

Some men and women who have passed through the fire of temptation which besets youth are earnestly pointing out the dangers against which youth should be protected, and because many of these are behind prison bars their plea for innocent children is not less sincere or earnest. No stronger statement of the fact that many children take their first downward step in imitation of those whom they regard as ideals of manliness could well be found than Mr. Jack London's *John Barleycorn.* This is a book which has distinct psychological value for those who are studying the problems of wayward children. Not until manhood was set forth the real reason for the boy's intoxication at seven years of age. If only the reason could have been understood at the time, what years dominated by low standards of manliness would have been saved for better things! Mr. Jack London has written a valuable book for those who would understand some of the causes which are making many boys like the hero of *John Barleycorn,* who of course is a real, not a fictitious, character.

Need for Discernment.—The faults and misdeeds of little children require the most intelligent treatment. To the fact that this has not been given is due much of adult disorder and crime. In the development of a life, events which seem trifling may have a deep influence. To distinguish what is trivial from what is important

requires discernment and knowledge, and these are rare because child nurture is only beginning to be thought of as a science of the greatest value to humanity. It is this because the very quality and character of the human race depend on it, to which all other things are subservient.

Children in Danger.—Who, then, are some of the children who are standing at the parting of the ways, needing a guiding hand, skilled counsel, effective inspiration? The little boy who plays truant is not a criminal, but he has taken to dangerous ways. He deceives and disobeys his parents and is thrown with the chance companions of the street. He needs all the help that can be given him, but that help, to be effective, must touch his own heart and put within him the desire to be obedient and reliable as well as to go to school. No lasting benefit will come from any other treatment.

The former disregard of truancy has been replaced by an elaborate system of treatment. Specialists in child nature and child nurture are urgently needed for effective work in this field, as much as specialists are needed for the treatment of physical ailments. Such specialists can only be trained by years of sympathetic living with children and study of them.

Other Dangers.—Parents who permit their children to stay on the streets after dark, knowing nothing of their companions or temptations,

are primarily responsible for many arrests of children and for grave dangers to them from which they should be protected. The curfew law has been devised to meet this menace to children, but the only effective way to shield them from the dangers of street life at night in village or city is the universal education of parents as to making the home a center for the evening life of boys and girls, providing them with companions and innocent pleasures there. Parents who leave their doors unlocked for boys or girls to come home when they choose have been the cause of the arrest of many children. The children who are sent to pick coal off railroad tracks and who go a step farther and knock it off from a train are in need of attention and help. The sense of mine and thine needs training. Railroad officials have many of these children arrested and urge that they be "put away." They want to be relieved of the trouble they have been given, and they should be, but the child is, without question, the most important consideration. He is at the parting of the ways. Is any one thinking of his welfare or is punishment for the offense the main question at issue? It is not always the latter now, but until recently it was reform school or prison for these boys.

Cigarettes.—The victims of the cigarette habit are in danger of joining the ranks of the criminals, for the habit controls them, and its under-

mining effect on character is known to those who have given attention to the subject. These children need protection from themselves. The child himself must be influenced and trained, for laws can be of no use without the added safeguard of self-control. Is this a trifle? Not when one knows its results.

The disobedient, uncontrolled, lawless child has within him qualities which, unless they are checked, must lead surely downward. They can be checked, but only before they have become fixed habits.

The child whose mind is filled with impure thoughts is in serious danger as regards both himself and society. He needs the help of one who can lead him to clean wholesome ideals of life. He has gained his view-point from the associations and influences about him. He can be saved by sympathetic interest and companionship if these are given before it is too late. It is important to himself and to the world that he receive the care he needs, and that it be given in the right way.

Prevention.—Causes no more serious than these just enumerated are the beginnings which, if ignored or unwisely treated, lead many into criminal lives. Care, encouragement, treatment and help at this period have greater results than at any other time in life. In nine cases out of ten it is possible with such care to check crime

effectively at its source. If during the impressionable years of child life all were guarded and guided with intelligent sympathy and insight into child nature there would be few who would choose the path of crime. It is just here that one finds the ways dividing. It is here that whole lives can be transformed by the man or woman who, through delicate, sympathetic, patient, friendly, loving touch, can reach the hearts and souls of children.

Children Not Criminals.—A wide experience with children who have been considered the very worst that a large city can furnish has proved conclusively to me that children called burglars, thieves, incorrigibles, truants and runaways are not hopeless criminals, nor are they in their make-up different from children in happier circumstances. They are the victims of conditions for which they are not responsible. They need all the help, all the sympathy and thoughtful treatment that can be given them. No expense is too great, no work is too hard, that will turn erring feet toward the upward path. The dirty, ragged, rough, unattractive bit of humanity whom no one seems to love is one of God's little ones of whom He said: "It is not the will of your Father in Heaven that one of these little ones shall perish." He gave the children to our special keeping. It is His work we do when we strive to help them to live according to His

laws. It is with His spirit of infinite patience and love that we must work for them if we expect to accomplish the work He has committed to us, that of so guiding and guarding His little ones in their weakness and when their faltering steps lead them astray that each one may become a jewel in His kingdom. With the recognition that a divine trust has been committed to us for doing a work that will count to all eternity, the labor for childhood assumes an importance beyond all else. Can the parents blessed with children whose lives are good forget those other little ones who are less fortunate but are no less children of the Heavenly Father? Does not their very helplessness and misery and wrongdoing constitute an appeal to every unselfish heart for such help that they may live up to their highest possibilities?

How All Can Help.—There are many ways in which all can give help. Every father and mother can and should try to do something for the "bad boy" of the neighborhood—what they would wish to have done for their own boy were he in the same condition. No child should ever be designated "bad" or "wicked." An act may be so designated, but to brand *children* in such a way causes irreparable harm and takes away a valid incentive for doing right. It grates on the ear of any one who knows children to hear them called "criminals" and "incorrigibles."

Such terms are not applicable to children, because they indicate a fixed condition, whereas in children the character is in a formative state and susceptible to change.

The First Offense.—A child's or a youth's first offense is a danger-signal which if disregarded may bring serious consequences. Parents have not realized where these apparently trivial transgressions usually lead. Many admit that they are unable to cope with their children and eagerly seek to turn the responsibility over to other hands. The children who are standing at the parting of the ways in thousands of homes to-day are normal children, only needing the tender guidance and care which parents can best give them. Care and moral education would surely be given by conscientious parents if only they realized the result of neglect at this crucial time. Morally neglected children are not peculiar to any class.

The Parent's First Duty.—The father so absorbed in business that he has no time to devote to the training of his children, and the mother so occupied with housekeeping and social duties that she does not attempt to know where her children are or what they are doing—these are guilty of parental neglect in worse degree than the mother who must leave her children to earn a livelihood. To them suddenly there comes a sad awakening. The child has found compan-

ions and influences never dreamed of by his parents. It was not his fault that he found them. In the most impressionable period of life, at a time when careful parents would provide safe occupation and amusement for their children, careless parents let them run loose. When careful parents would learn where their child was, careless parents are satisfied if he comes to meals and is in at bedtime. Of the world outside into which the children go and of the acquaintances made there no parent can afford to be ignorant. The powers of evil are there to tempt them and to lead them downward. In the pursuit of pleasure boys or girls are innocently led into places from which their parents might have guarded them. It is time parents knew all the temptations that organized forces of evil place before youth in street, school, shop or college. Parents must combat these organized forces which seek to ruin youth. The children can not do it; their characters are still unformed; but parents should aid children in forming character and in keeping them from temptation until they are old enough to resist it.

Knowledge of Conditions.—Parents can never do their full duty for their own children until they inform themselves of outside conditions affecting all children, until they make it their business to see that all children have proper treatment and proper protection. Only when sym-

pathetic, individual and intelligent guidance of each child standing at a critical place in life is provided will the world see a diminution in crime. In helping these children at this particular time to a true ideal toward which they should shape their lives the greatest possible service can be rendered them. This ideal can be no weak, namby-pamby affair—it must be vital, full of red blood, pointing the way to a real goal ahead. Race tendencies must be understood. The spirit of comradeship and the spirit of adventure can not be crushed, but these can be guided into constructive and useful channels instead of being allowed to drift into destructive and evil ones.

Is this a dream or a vision? "In the image of God created He them." To keep this untarnished, to direct them ever upward, is the great purpose of life.

CHAPTER II

THE CRIMES THAT FILL THE PRISONS

MEN, women and children who are serving sentences in prison are there for burglary, fighting, assault and battery, vagrancy, bigamy, shooting dice, rape, receiving stolen goods, homicide, murder, embezzlement, disorderly conduct, trespassing, deserting from the army, carrying concealed weapons, non-support, highway robbery, larceny, gambling, forgery, arson, manslaughter, drunkenness, felony, adultery, abduction, passing counterfeit money, riding a bicycle on a sidewalk, stealing rides on trains.

Crime Against Property.—Crime against property, or in other words the violation of the commandment, "Thou shalt not steal," brings more than half of our prison inmates into their sad predicament. Whether called petit larceny, grand larceny, receiving stolen goods, picking pockets, embezzlement, burglary, highway robbery or forgery, the desire to get what belongs to others is the motive, and while the law has given many names to the offense it is in each case a violation of the command, "Thou shalt not steal," and the simple term that covers all

varieties is stealing. More than half the work of every criminal court consists in the prosecution of thefts of one sort or another, while half of the space necessary in prisons and reform schools and half the cost of their maintenance can be attributed to dishonesty.

Crime Against the Person.—The remaining crimes are against the person and are even more serious. Manslaughter, homicide and murder, seduction, bigamy and adultery are crimes which give the courts half their business and the prisons half their inmates. Liquor is responsible for a large proportion of these crimes. Most murders are not premeditated, but are the result of liquor and consequent loss of self-control.

The causes of crime given by prison inmates are: No work—need of money; bad company—drink; brutal fathers; domestic troubles; bad books and cigarettes; too much money; fast women; gambling; boyish pranks; hunger—lack of home training, parental neglect; institution life in childhood; instruction in stealing by older people; cocaine and other drugs.

A study of the crimes for which all the vast machinery of arrest, prosecution and punishment is maintained shows that its necessity would rapidly decrease were it possible to give to youth the desire and purpose to be honest, to teach self-control, to impart pure standards of life, and to abolish liquor.

Parental Neglect.—Prevention lies far back of the day when the youth is brought before the bar of justice. No external measures will count unless it is possible to put into the hearts of children the desire to do right and patiently teach them how to do it. The parents' omission of instilling into the child the fundamental principles of life is the chief cause of crime in later years as revealed in the life-stories of prison inmates.

Released Prisoners.—Nearly all who are in prison for their first term express the determination not to be there again. Nearly all who have served several terms state that they tried to do right when released after the first term, but the obstacles were too great. Persecution and surveillance by the police are given as reasons for second imprisonment. "If more were trusted more would reform," says one inmate. Others say: "After release I was picked up on suspicion"; and "the greatest difficulty met is the stain of being once imprisoned." "Could not get work on account of previous prison term," is the testimony of many. "A jail reference is no good," says one, "we turn to drink and back we go." "No work, no money, no friends, no trade," is the fourfold reason given by numbers who are serving second or third terms. The released prisoner, unless he has friends to whom he can go, has very little chance for establishing

himself. The five or ten dollars given to him on release are soon gone and unless he has strength of mind enough to starve rather than steal he is often forced to do the latter to sustain life.

Youthful Prisoners.—Who are these released prisoners of a single term? Most of them are youths who have been guilty of a serious fault, who have suffered for it and who need help to reestablish themselves. The state for its own protection should devise some plan for such reestablishment. The belief that prison inmates are principally of foreign birth is not correct. It is from among American citizens that the prisons draw their largest quota of inmates. The suspended sentence and probation would, under proper administration, reduce the commitments to prisons by nearly one-half. It is probable that most of those benefiting by suspended sentence and probation would be saved from becoming involuntary professional criminals. The prompt trial of every offender would save many who now wait weeks and months in jail before the courts reach their cases. These weeks and months of prison association have often led to making criminals out of those who originally might be innocent.

Types of Offenders.—A young man of twenty-seven serving a prison sentence of seven years had wanted to go to a circus. At that time he

was sixteen. He had no money and so stole junk, which he sold. He was arrested and put in the county jail for six months while he awaited trial. "There," he writes, "I heard all kinds of crimes planned, also how to do certain jobs. I got my first start as a criminal there."

Another youth of twenty-four serving a second term in prison says: "There are two ways of making a criminal—by letting him go and by imprisonment. I am a criminal because I was thrown among criminals during my imprisonment, whose whole talk was of crime and criminals. I became imbued with these things, and can truthfully say that had I not been sent to prison for my first offense I would never have broken the law again. My reputation was taken, so what was the use of trying to do right?"

These are typical instances of the experiences which have been the lot of many youths.

Influence of Jails.—The need for a place separate from convicted prisoners for those who are awaiting trial is one that should not be overlooked. Attention to this matter would help in preventing the making of criminals by taking away influences and acquaintances which are specially dangerous for first offenders. Six months may be an exceptionally long period for one to await trial, but little children have been detained as witnesses for that length of time. The law's delays are often a serious handicap

to the future of those who are deprived of liberty. And the welfare of the youth in prison is synonymous with the welfare of the entire community.

Evil Contagious.—In the eyes of the law all prisoners are innocent until proved guilty. To subject these untried prisoners to all the associations and conditions pertaining to those who have been sentenced is a prolific cause of increasing the ranks of criminals. Witnesses are often kept in prison unless they are able to guarantee their appearance in court when wanted. The untried prisoner, the prisoners sentenced for five, ten or thirty days, those serving longer sentences—all alike are subjected to the same surroundings and treatment. When it is realized that evil is as contagious as smallpox, and that it is as serious a detriment to the world, greater care will surely be taken to guard those who are in the clutches of the law from all harmful associations and possibilities of contamination.

Typical Instances.—One youth of twenty-two years states that he has read over a thousand books since he was sixteen, covering many subjects. His parents died early and after their death he was sent to a protectory. Later he was returned to the protectory on account of crime. After release he was alone in the world with no home, no friends and no money. He

stole and was sent to prison for six years. He says: "I have read Judge Ben B. Lindsey's *Beast and the Jungle.* The secret of achievement is to get the child offenders before they enter any home or reform school. One kind word is better than spending a thousand years in the Christian hell as a punishment. Ah! Judge Lindsey, my only desire is that I might have met a man like you years ago—life would have been different."

An American youth of twenty-three writes: "I was arrested for stealing when I was eight years old. I submit that if somebody had placed before me for an example some one who had good moral courage and I could have associated in his or her company frequently it would have overcome my evil inclinations. I was sent to the reformatory for five years then, and am sentenced to prison for five years now."

This boy makes an appeal which indicates the fundamental need of most children who do wrong. The spectacle of what constitutes real manhood is something that wayward boys may never have had the good fortune to meet.

Another youth twenty years old writes: "If it wasn't for the reformatory I wouldn't be in prison now. I have heard and read much about the reformation of criminals and I want to say that there is only one way to go about it, and that way is shown by the Honorable Ben

B. Lindsey." This boy had the habit of reading "every book" he could "lay hands on." He had a good home, but was allowed to spend his evenings on street corners and in saloons, and at the age of nine years he was arrested for "assault" because he was fighting with another boy. This led to his being sent to a reformatory for eighteen months.

A Warden's Opinion.—Robert J. McKenty, who has been Warden of the Eastern Penitentiary (Pennsylvania) for five years and who before that was Superintendent of a House of Correction, Director of the Department of Public Safety (Pennsylvania) and a member of the police force, has had a wider experience with crime than falls to the lot of most men. His belief in the possibilities of these outcasts of society has never faltered. He says: "I have dealt with some criminals in my time and I have sent some to the gallows, but even those who went to the gallows went there without an ill feeling in their hearts for me. I have always done my duty, but I have never found it necessary to do it viciously.

"If you look at the other fellow from an outside point of view you may never learn to understand him and may have little sympathy for him. But if you put yourself in his place it is different. There are lots of things you can understand then.

"Sentiment? Well, it is a pretty old senti-

ment to do unto others as you would have them do to you. Nothing radically new about that, is there? That's all I am trying to do here. When I figure out what I would like them to do to me if I were in their place I have no trouble in figuring out what I ought to do for them, and I guess I have had as much to do with prisoners as any of them have.

"A whole lot depends on whose foot the shoe is on. I have noticed some of these fellows who speak about sentiment do not object so much to it when it works their way. When some one near them—brother, sister, son or daughter—or some one dear to them comes into this institution, or any other institution like it, they don't say they have no use for sentiment and that nothing can be done to save these people and that it is no use trying. Oh, no, their point of view changes at once. Then they say there is use, that something can be done for that one case of their own, that it can be done and must be done. They grasp quickly enough then at sentimentalism or any other 'ism' that comes to hand.

"But remember that everybody in here is dear to somebody who thinks there is some use in trying, and that something ought to be done to save the one dear to them. And isn't it worth while trying, even if we save only one single

one of the whole lot? Any human life is always worth saving if it can be done. At a big fire, with a human life endangered in the flames, do we stop to consider whether or not the life is worth while, whether or not the man is of some account, brainy, talented, refined or cultured? Of course not. It is a life; that's all. And somebody rushes in, at the danger of his own life, and saves the man. And the rescuer is a hero, no matter what kind of man's life he has saved. He saved a life, and that's enough. That's all we are trying to do here—save lives, not crush them.

"Sentiment, is it? Well, look at it from the business point of view: I used to work in the gas works before I entered the police service, and in those days we had all kinds of trouble in getting rid of our by-products, coal-tar and the other products that we thought were worthless. We threw them into the sewers and into the river then—threw them away to get rid of them. It was just ignorance that made us do that in the old days. We know now that some of those by-products we used to throw away were more valuable than the gas we made. You don't find any gas companies throwing away their by-products now.

"Well, lawbreakers are the by-products of humanity. What are we going to do with them—

throw them away or get the best out of them we can? Get the best out of them we can, of course. Reclaim them, refine them, get out of the by-products all we can. That is good business economy in penitentiaries as well as in gas companies. What benefit is it to society to shut a man up for two, three or four years at great expense and then send him out into society again worse than he was when he entered the penitentiary? If society is ever to get any benefit from its vast and expensive penal system it must come through reclamation work. And, believe me, humanity's by-product has just as valuable material concealed in it as the by-product of the gas companies. It is well worth reclaiming. The trouble with a large percentage of people in here is merely that they got a wrong start. Coal-tar never had a square deal as long as we merely dumped it in the sewers. It took somebody to pick coal-tar up and analyze it to find out how valuable it was. Lawbreakers never got a square deal by merely being hustled from one jail to another. You've got to take them up and analyze them to find out what is in them and then give them a new start.

"Now, where is that work to be done? Out in the street? Down in the slums? Or isn't it rather to be done in here while these men are confined? I am satisfied that my system works out and that it pays."

PRISON INMATES STATE CAUSES OF THEIR CONDITIONS.

German, twenty-three: "Having no friends and not being able to obtain work I was forced to beg or starve. If there were no gambling houses in New York where one can stay day or night I would not be here to-day. Not having my parents here and having made acquaintance with many crooks have helped to bring me where I am."

Austrian, twenty-six: "Poor, hungry; no friends to give me advice. If I had known how to speak English when I came to this country it would have helped me."

American, twenty-eight: "Hungry and out of work. Committed highway robbery and was sent to prison."

American, eighteen: "Left home at nine. Was in orphan asylum. Out of work and stole. If I had had employment and a home and parents to advise me it would have helped me."

An American, aged twenty-seven, was out of work and wanted money, and so stole. He says: "To have steady work would be the greatest help to live an honest life."

CHAPTER III

HOW HOMES PROMOTE CRIMINALITY—PARENTS' MISTAKES

A SMALL boy was brought into court by his father and mother. He was so small the judge could barely see him as he stood behind the bar of the court room. "Judge," said the mother, "I want you to send Tom to the reform school. I can't do anything with him. He runs away all the time."

Parents' Misunderstanding.—The judge looked at the large woman who so frankly confessed her inability to cope with the mite of humanity before her. He looked at the father, who also asserted that the boy was beyond their control. Then he said: "I'm not going to commit any eight-year-old child to the reform school. You will have to find some way to take care of your boy. Perhaps the probation officer can help you find the reason why the boy will not stay at home."

A gentle-faced woman stepped forward and said: "Your Honor, I have talked much with Tom in the last few days. He says, 'My father and mother don't love me. They scold me all

the time. They only love my little sister.' Judge, I think if the boy's father and mother would show more love for Tom, and would encourage him more instead of finding fault with him all the time he would not want to run away."

Through kindly sympathetic questioning the probation officer had discovered the childish reason which made the boy leave home; he wished for the love and sympathy lavished on his baby sister. He only knew that for him instead there was scolding and faultfinding and even whipping. Real love probably lay back of the faultfinding of this boy's parents, but by scolding him and at the same time withholding all expression of love they lost the strongest lever one can have in guiding children.

The judge said: "Take your boy home. Let him see that you care for him, make home happy for him, and see if you can't keep him at home."

With the promised help of the probation officer, who had won the confidence of the child, he was taken home.

This instance is typical of many. It is impossible to deal intelligently or effectively with any child unless first the child is understood and the reasons for his conduct are learned. The reasons once discovered, some remedy may then be found.

Why Children Run Away.—One of the most common causes of runaway children and so-

called incorrigibles lies in the belief children come to have that they are not loved and that no one cares for them. Fear of their parents soon results from this. Finally when after angry scoldings and repeated assertions of the child's wickedness the mother openly declares, "I can do nothing with Tom," she has built up between herself and her child a wall of separation which rises higher and higher as the years pass. Even in good homes with really loving parents this lack of confidence, arising from the parents' failure to express their love, has been the cause of making many wayward children. The baby boy who is used to petting and love comes with time to the awkward period when everything he does seems to inconvenience some one. He craves love still—he starves without it, though not for worlds would he admit this; and when he hears on all sides constant assertions of his badness he loses the incentive to try to do right and decides that he might as well live up to his reputation. A certain man holding a high position in the world, and who had always had a good home, has said that he was twenty-four years old before he knew that his father loved him. Doubtless the same thing is true in the cases of a great many people. It is impossible to drive children into goodness; only through love can they be led step by step; only through the

knowledge that correction comes from love can it ever count for anything.

Was This Boy a Vagrant?—A boy typical of many who are arrested was found by the police sleeping beside a barrel in a vacant lot. This was not the first time he had been found doing the same thing. The policeman thought the boy should be classed as a vagrant and asked that he be sent to a reform school.

"Why do you run away from home?" asked the judge.

"My mother is dead and my father and I live in one room. He comes home drunk sometimes, and then he beats me and kicks me out. How can I help sleeping out? I don't want to go to a reform school. I want to take care of myself."

The judge did not agree with the policeman that the boy was a vagrant. A home was found for him and also work which would enable him to pay his board. Friendly help and sympathy were given, and instead of becoming an expense to the state this boy was rescued and set on his own feet.

In this case also a good reason was found for the boy's misdemeanor. Would not an older person have done the same thing in a similar situation? A great many boys are arrested as vagrants because they are found sleeping out, ap-

parently homeless or runaways. In each case the only way to give real help is to discover the cause, by winning the child's confidence to learn from him why he is sleeping out and living as a vagrant. With many of these boys some offense has been committed on account of which they dread punishment and so are afraid to go home.

Drunken Parents.—The number of children who are forced to leave home because of drunken parents mounts up into thousands every year. These children are thrust on the world without friends, without love, without care. Some of them drift into institutions, some drift into a life of vagrancy. No one can look over the answers of prison inmates concerning their early lives without being struck by the large proportion of these men and women who were deprived in childhood of parental love and care. It is from these unloved children that crime receives its largest number of recruits. Neglected and without any personal touch of human affection in their lives, it is but natural that they become a menace to society.

Craving for Love.—One man in prison whose mother died when he was seven writes: "If I could have kept my mother until I was grown it would have helped me most to live an honest life." Every child, indeed, has need of the love and patient guidance of a good mother, one who

can show her love and yet with firmness correct her child's faults.

A prisoner who has served many terms, when asked about his early life and the beginning of his wrongdoing, wrote: "If my mother had lived, if I had had some one to love when little —I received enough corporal punishment to subdue a dozen boys—things would have been different. My guardian meant well, but he showed no love; there was no one to tell troubles to; he was a godly man, but too severe. He inspired fear, and fear is a bad foundation for future happiness."

Again we see here the cause which sends many children on the downward path, severity which repels and does not correct, strictness untempered by love, or at all events by the expression of any love. Many who are prison inmates give such statements as these when asked about their early lives: "Parents divorced"; "Mother died when I was six months old"; "Mother died when I was seven"; "Never had a home or went to school"; "Drinking father, mother out working"; "Father died, mother was employed outside." Is it a child's fault that his parents have died, that they drink? Is it a child's fault that he is left homeless and unprotected? Proper care given in early years would in nearly every case have made the lives of these prisoners use-

ful and honorable. It is not enough to punish children for vagrancy by condemning them to institutions. Such children need, more than food and clothing, inspiration toward good living. They need the personal touch of good men and women with love in their hearts, a need impossible of complete satisfaction in an institution where hundreds are massed together. Homes there are which are childless and lonely, but there has been no connecting link between the lonely homes and the lonely children. Homes there are where the children have grown and gone out into the world, where places might be found for homeless ones, but there has been no connecting link between the two. Society decrees that these destitute children shall have all conveniences and comforts, good food and a good education—but good mothers and fathers are left out. In institutions personal knowledge of the heart-life of each child is manifestly impossible. With all the rest the very thing that the child craves—personal love, personal confidence—can not be given, and the results of such a system do not save the children.

Necessity for Mothering.—The physical necessity for the love and mothering of babies has been proved. In large infant asylums where a dozen or more babies have been bathed, fed and well cared for physically by a single nurse the death rate has been so large that managers have

made the experiment of boarding out the babies, putting each one in the hands of a good motherly woman. Wherever this has been tried the change has been magical. The death rate has decreased by many per cent. The babies pined for mothering which they could not get in an institution, but they thrived in homes of the simplest kind where there was a mother's care.

The necessity for love and personal interest is equally as great for moral as for physical development. Is there not love and sympathy sufficient in the world to give the children who are victims of broken or wrecked homes the personal interest and care which will save them?

Evenings in the Streets.—One man thirty-seven years old, in prison for the third time, says that he had good parents but that they let him spend his evenings in the streets. He was often a truant and he used cigarettes from his ninth year. At twelve he was guilty of stealing fruit and then he kept on stealing other things. He says: "To bring children up rightly parents should insist on their studying at home. They should be kept home evenings unless accompanied by their parents. Have them avoid cigarettes."

An Englishman tells of his having been a truant at eleven. At nineteen he was a thief. He writes: "I was sent to a reformatory for five years, where I learned more about stealing and

vice than in all my prison terms. The dread of being punished by the cane was the main cause of my playing truant. In those days a boy was beaten with the cane for very little cause."

Home Conditions.—A careful study of the ten thousand children who in a period of eight years passed through the Juvenile Court of Philadelphia has shown that the presence of these children in the court was due in a large proportion of the cases to conditions of home life unfavorable to wholesome development. The testimony of prison inmates in eight states has only confirmed the impression that in the majority of cases the home has been to a large degree responsible for shaping lives in a direction favorable to crime.

To understand those influences in the home which contribute to the development of the criminal is of primary importance in saving wayward children and preventing the making of criminals. To make all parents understand that it is through their inefficiency that the ranks of the criminals gain their largest number of recruits is the next step toward saving wayward children and preventing crime. To show what constructive work must be done in the home and to give parents the chance to learn how to do it is the third step necessary for the saving of wayward children.

Influence of Heredity.—The theory of Lombroso that criminals were born and not made has discouraged effort to help erring humanity and has tended to relieve society of the sense of responsibility for crime. When carried back to William the Conqueror each child has, according to President G. Stanley Hall, eight billion ancestors. From so many as eight billion ancestors each child must certainly have a very mixed heredity, and we may be encouraged about the matter even more by remembering that man was created in the image and likeness of God and that consequently there must be some good in every one. Belief in the possibilities of childhood is happily replacing the gloomy theories of Lombroso. We are asking ourselves nowadays how to develop the child physically, morally and mentally, and thus prevent crime, rather than how to care for and punish wayward children and adult criminals.

Wayward Children Are Normal.—Nine-tenths of the ten thousand children whose cases form the basis for this investigation of causes contributory to crime were normal children. This shows how small a factor the abnormal child was among the many who were arrested and brought before the court. It emphasizes the fact that there were causes outside the children's own personalities that led them into the clutches

of the law. It also emphasizes the fact that, as so many were normal children, it should have been possible in the home to give them the influences and training which would have saved them from the offenses for which they had to face the court.

More Than Half American-Born.—More than half of these ten thousand children were American-born. This fact should serve to refute the oft-repeated theory that our subjects of criminal tendencies are largely drawn from the foreign element. The division between Protestants and Catholics was about even. These facts place a greater responsibility on the American home, for the reason that the child of foreign parents suffers under handicaps that do not so often confront the American child. Many of the people newly arrived in the United States are subjected to the bad influences of congested districts, and they must live the unsettled life of newcomers who have as yet gained no knowledge of the customs of their new country or of its language. These conditions are sufficiently prejudicial to orderly home life, and yet the number of foreign children appearing in the courts was not so large as of American ones.

Arrested for Stealing.—More than half of the children in the juvenile court during eight years were there for stealing. No one could listen to the stories of theft of every sort told by these

children without reaching the conclusion that honesty does not come without constructive parental teaching. Comparatively few parents realize this. They take it for granted that such a fundamental quality comes naturally. The facts do not bear out such an assumption. The sense of mine and thine is one that must be cultivated. A baby will take whatever pleases his fancy—and no one expects anything else. If this practise is to be stopped the baby must be taught that there are things he can not have. Parents are usually much distressed when they find their children taking things that are not their own. With breaking hearts they fancy their children are wicked, when in reality often they themselves have failed to show them that these habits of babyhood can not be continued as they grow older. Parents thus take too much for granted, and by their fault of omission their children naturally get into trouble. Dishonesty in childhood in many cases is simply the continuance of the baby's practise of taking whatever pleases his fancy without knowledge or thought of any other side of the question save the personal wish to be gratified.

Self-Control.—The cause which ranked next to dishonesty in bringing children into court was lack of self-control. An ungovernable temper, the cigarette habit, the liquor habit and the drug habit followed closely after stealing.

There may seem to be no relation between the little child who throws himself on the floor in a temper because he can not have what he wishes and the man who is a drunkard or a murderer or a seducer. The fact is, however, that the latter are a legitimate and logical development from the child who has never been taught self-control. And this is a quality which the home alone can develop.

Men who are serving life sentences for murder in the past allowed their appetite for drink to control them, and from this murder followed. Many of these are young men who in a youthful spree blighted their whole lives. There is no limit to the dangers which beset the path of those who have not learned self-control. When some terrible crime is committed the real cause too often lies in parental neglect to cultivate from childhood the power of self-control. Without this early training there is no home to which such a sorrow may not come. It is a matter that concerns every parent and every family. There are many prison inmates to-day who will tell one that they had loving parents who would say they had done everything for their children. As far as they know this may be true, but there can be no doubt that crime will not decrease until parents learn that the fundamental work of the home lies in so incul-

cating in their children the laws of life that these will become an integral part of character. This can not be done without the careful study and practise of the methods which are effective, with at the same time avoidance of those which are fatal to real strength and growth.

About half of the children appearing before the court were addicted to the use of cigarettes when very young. The taste for cigarettes is of course not a natural one. In most cases children think that smoking them is a manly thing, and before parents know of it the habit is formed. Laws forbidding the sale of cigarettes to minors can not safeguard children unless parents do their part in showing their deleterious effect on health and character so plainly that children may be prepared to resist forming this habit.

Running Away.—The children who had run away from home and so were brought into court numbered many hundred among the ten thousand whose cases have been studied. Very often the cause of this lay in the love of adventure or the reading of sensational books. Other causes lay in the strictness of parents who repressed their children's natural desires without providing any safe outlet for them, in unpleasant homes where there was drinking and abuse,

in the fear of a parent's anger after some act of disobedience, in dislike for school and in the desire to earn money.

A youth of twenty-three years may serve as an example of the way in which the mistakes of others may ruin a life. He tells of having a good home, but says: "My parents were so strict it led me to run away often, which led finally to a juvenile asylum. Never was any good afterward." The first difficulty was the failure of his parents to provide safe pleasures for the boy. He was a chronic truant, never caring to go to school when the weather was fine. He says further: "When I wanted to enjoy myself thoroughly I'd run away. At eighteen I was away from home, down and out, hungry. I broke into a restaurant and was detected and sent to a reformatory. I can never forget that my first offense, so small as it was, might have been forgiven. But I was sentenced at eighteen, and at twenty was again sentenced for ten years."

A Canadian woman of twenty-eight, serving a prison sentence for stealing, writes: "Unhappy homes which cause children to go out into the world alone and unhappy are the greatest cause of so many committing crime. They get discouraged and do not care what becomes of them."

An American twenty-eight years old who has

served several terms in prison is another example of parental mistakes. He attended school irregularly and frequently played truant in baseball season. He never learned any trade, but was in turn a newsboy, a bootblack, a messenger, and when serving in the last-named capacity he learned to steal. He says: "A trade would have helped me most to lead an honest life. I blame the strait-laced puritanical restrictions on my childish pleasures for my ruined life. There was too much unadulterated religious teaching and too little wholesome pleasure with children of my own age."

One prison inmate writes to parents in general: "Keep young girls away from dance-halls. There is where most of them are led astray. Parents should make children love them instead of fearing them. Most boys and girls will tell a falsehood if they fear a whipping in case they tell the truth."

Nine-Tenths Are Boys.—The fact that nine-tenths of the children brought into court are boys requires investigation as to why they should so greatly outnumber the girls. No parent will admit that in infancy and childhood boys show a greater predisposition to wrong-doing. In some way the home is less efficient in meeting the needs of boys than of girls. It is a grave reflection on the home and the community that this is the case. The fault does

not rest with the boys, but with wrong methods of training and education. No more important study could be made than to trace the causes for this condition and take measures for constructive work that will enable boys to have a fairer chance than they do now.

Children's Reading.—The reading of children has such a strong influence on their lives that it is a factor to be considered in every home. Many prison inmates had for their heroes in youth Jesse James, Diamond Dick and Nick Carter. They were interested in criminal news, murders and robberies. Their ideals of character were molded in large degree on lines furnished in the figures of those whom they admired as heroes. At the time when their characters were being formed they were unfortunate in having no one to place before them a different ideal of manhood.

Many of the children who appear in the juvenile court feel that manliness consists largely of profanity and a loud voice. They have formed their conception of manhood from the types they have known and they shape their own conduct accordingly. One can not regard too seriously the need for protecting children from sensational and impure literature. It is one of the great factors causing runaway children, child burglars and the like. The robber's cave in which he deposits his gains has been copied

in many cities by many boys who have loved the romantic glamour and danger with which such exploits are invested in the stories they read. The love of excitement and sensation is a part of boy nature which must be reckoned with. To attempt repression is useless, but to direct these activities into safe channels is quite easy and invariably successful. The Boy Scout movement is a sensible and practical utilization of the boy's natural tastes, offering him activities that are beneficial and at the same time interesting. There is not sufficient opportunity at present for boys and girls to form wholesome tastes in reading, for in few places are interesting and inspiring books available for them. In many towns there are no libraries, and even where libraries exist they are not used by the children who stand in greatest need of them.

School Libraries.—Every school might perform a great service in maintaining libraries and reading rooms. State libraries in many states will send a small selection of books to any town desiring them. Graded lists of books suitable for children are also published by the National Congress of Mothers, and with these lists a library may readily be selected.

Reading Courses.—On account of the importance of furnishing some guidance for the reading of boys and girls after they have left school

the Bureau of Education in Washington has arranged courses of reading for them, and it gives certificates to those who complete its courses. This offers an opportunity for boys and girls to continue their education at home under wise guidance.

The Danger of Impurity.—Parents should know that temptations to impurity are so constantly present that no boy or girl can escape them. Even before the child leaves the shelter of his home obscene literature is often sent him by those who use school catalogues and the like means of procuring the names of children. No home is secure from this menace to children, and yet in many cases the parents know nothing of the malign influence that has entered their home. Poison is thus instilled without any parental knowledge of it. And when school and college days are reached temptations are placed before youth in forms of which the average parent never dreams. If on the other hand the child goes into the working world he will there find on every side tempters plying their nefarious trade of corrupting youth. In such subtle ways are these temptations disguised that the young person's first misstep is often taken unintentionally, while the consequent feeling of disgrace and shame breeds a mood in which the youth merely continues on his downward path.

Functions of Life.—No parents who have the slightest regard for their children's safety can fail to give them careful instruction in regard to the procreative functions, their sacredness and the danger of their abuse. Children must be forewarned of the dangers they may meet, and they should be protected from them trebly, first by instilling in them a high view of these God-given functions, and then by warning them of the consequences of their abuse, and in the third place by telling them of the forms in which temptation may come to them. Parents should familiarize themselves with the revelations made by such organizations as the United States Immigration Commission in order better to protect their children from this most insidious and carefully cloaked of evils.

Youth in all its freshness and innocence is daily subjected to lures from which every true man or woman must recoil in wonder and horror at there being those in human form who would seek to spread such destruction. If children have to encounter these destructive foes, parents must not remain ignorant of their existence. They can not be ignored; the children must be prepared for them and helped to avoid or resist them. It is often the first step that counts most toward following permanently the downward path. To prevent this first step from

being taken every parent must be informed of all that lies in wait to prey on youth. It is not necessary to paint a dark or gloomy picture of life; emphasis on the bright and noble side of humanity is better, and also sets up a worthy goal for endeavor. The motive for a pure life is a better one if it consists of a love of goodness rather than the fear of evil.

Inefficient Homes.—Parental ignorance of the temptations laid in the path of children is largely accountable for the failure to guard against them. It can not be emphasized too strongly that no home is secure from these attacks on the life, health and character of the children. It is evil influences in childhood that cause waywardness and lead on to every phase of inefficiency and crime. The home filled with love, in which parents are guided by wisdom and a definite purpose, will do more than all else to keep children in the right path. When the home fails the children are in real danger. The effort to strengthen weak homes, helping parents to realize their responsibility and teaching them how to meet it efficiently, is one of the most important measures in the prevention of waywardness. Help along these lines is universally needed and must be given to parents no matter where they are. The plan of the National Congress of Mothers of forming a parent-teacher association in every school and church

for the study of child nurture and the general needs of children is a most practical method of reaching all parents. In this way a great opportunity is afforded for safeguarding youth through parental study of conditions affecting children, the child's nature and the methods that will bring out the best there is in children.

PRISON INMATES BLAME HOME CONDITIONS FOR THEIR CONDITION.

An American who was sentenced to twenty years in prison for a murder committed at the age of twenty-two tells of having had an unnatural mother who was accessory to the murder of her father. He says in addition: "I had no trade, and saloons and dives were my only places of recreation. I needed steady employment and some encouragement to keep it."

A negro, aged fifty, states that his parents were slaves. He writes: "Mother was sold and gave me away. No schooling, no home. Began picking cotton at seven. I was a messenger boy for thieves and gamblers. I used liquor. Neglect and abuse drove me to larceny. I have served four terms in prison, though I have not been a criminal at heart."

An American, aged forty, writes: "A good home would have helped me to an honest life." This prisoner's mother died when he was four-

teen. He had little education, served for a time as a messenger boy, and spent nine months in an orphan asylum. He was first arrested for being drunk.

American, thirty-seven: "I think my father was too strict in his discipline, as he created fear in my heart instead of love. Many parents are too handy with the rod. They arouse fear in a child, so that when he does wrong he is afraid to go home and so starts his evil ways by staying away from home at night until his older pals go home. After a while he begins staying out all night."

German, fifty-one: "My parents disliked me and never showed me any love or kindness. My own people are the cause of my troubles. If a man were given a chance to earn something while in prison to put by for the day he is discharged it would save many from coming back. We should be given a chance to help ourselves."

A youth of twenty-four tells of beginning to smoke cigarettes at eight years. He says: "I was put out of the house one night when my father was drunk. I trace my being in prison now from that."

American, twenty-one: "I had a drinking father and my mother often worked outside the house. I attended school about half the time. I was always interested in criminal news. I was a newsboy and a messenger boy. I learned to

use liquor, and it was the cause of all my troubles. I was arrested at fourteen for stealing. I consider the causes rum, tobacco and bad literature."

American, forty-one: "I had no schooling, and I read Jesse James and such other books not fit for boys. I can only say that while saloons and the liquor traffic thrive throughout this country, and people do not take a different attitude toward the man who has fallen and give him a chance, crime can not be lessened."

American, twenty-one: "I was always interested in criminal news and stories. I spent my evenings in the street. I was a newsboy and bootblack. Liquor and girls were the causes of my downfall. I was sent to a reformatory at fourteen. It made me worse. I am now in prison from one to fourteen years."

American, twenty-seven: "My mother died when I was five. Afterward there was a stepmother. I read dime novels, and especially liked Diamond Dick, Nick Carter and Old Sleuth. I did not attend school regularly and began work at eleven. I seldom went to church or Sunday-school. I used liquor and cigarettes, and committed larceny at twenty. Was sent to a reformatory for three years. The influence there was disastrous. I have since served two terms in the state prison. I need friends and money."

American, eighteen: "My father died and my mother had employment outside the house. I read dime novels, Buffalo Bill, Diamond Dick and Nick Carter being my favorites. I was always interested in murders and robberies. I was arrested for arson at fifteen and was sent to prison for five years."

American, twenty-three: "I attended school irregularly. I read Jesse James, Nick Carter and Diamond Dick, and these were my favorite characters. I used liquor and cigarettes. I committed larceny at fourteen, and this was caused by dime novels. I was sent to a reformatory for fourteen months and the influence was not beneficial. I am now in prison for eight years. If I had my life to live over again I would not smoke cigarettes or read dime novels."

CHAPTER IV

SEPARATION OF PARENTS

WHEN parents separate from each other the most tragic thing about the proceeding is the destiny of their children when these are bereft of nurture and guidance. The ideal of a true home filled with love, as well as all those influences on character which come only from real home life—these are taken away from the children when parents separate. From many stories of the early life of prison inmates the effect of the separation of parents is clearly shown. It is one of the large contributory factors in making wayward children.

An American, aged thirty-three, in telling of his childhood says: "My parents were divorced when I was a small boy. I worked as a messenger boy, and principally for mischief I stole at the age of thirteen. I was sent to a reformatory for two years and ten months. The influence was the reverse of beneficial. If I had been discharged with a reprimand instead of being committed to a reform school I would not be here now. In my opinion a reformatory or

protectory is nothing more than a school of crime, as in thinking over all those whose acquaintance I made while an inmate of a reform school I can not recall one who reformed, and I believe sixty per cent. of the prisoners here are graduates of one or another of those institutions. I was forsaken by all and have spent three terms in prison."

Children and Divorce.—The handicaps were too great for a small boy to overcome. It would seem that the court which granted divorce to this boy's parents should have taken the boy into consideration and required that provision be made in some way for his care and education. To grant divorces without providing that good care be taken of the children has proved a great wrong to them and a menace to the state. No one who sits day after day observing the cases in the juvenile courts can remain blind to the fact that many children are there on account of the separation or divorce of their parents.

In the case just cited the occupation of messenger boy was an unfortunate one, as it is but little removed from street life and affords no opportunity for home influence. The treatment given in consequence of the child's first theft proved disastrous. Probably the court sent the boy to the reformatory by way of punishment, though it is possible that the intention may have

been to save him from street life. Whichever the reason was, however, the acquaintances made there served only as an additional handicap to the boy, and through the lessons there learned from other erring boys the step from reformatory to prison was made a short one.

Need for Guardians.—When a child is forsaken by both father and mother there should be some way of continuing for him, while it can be effective, the home training which every child needs. Separations and divorces are so numerous that the problem of taking care of the children of these parents is a serious one. It would at least seem wise if courts appointed guardians for such children, these guardians being compelled to furnish reports at regular intervals concerning the children's welfare.

A prisoner serving a long term writes: "My parents were divorced when I was three years old. My mother died when I was ten. My sister went to an orphan asylum and I went out on the streets. Bad companions and the lack of home influence led me to purse-snatching at thirteen. I was arrested and treated as a hardened criminal. No kindness was shown me. Having been forced to associate with criminals when I was a boy, I naturally drifted into crime. I think the only way to save a boy is to treat him as a *boy,* not as a *man.* If the judges would remember that a boy is only a boy there

would be fewer criminals. And so at twenty-nine I am in prison."

This man is the logical result of unfortunate conditions in childhood for which he was in no way responsible. If crime is to be prevented measures should be taken to obviate such wrongs to childhood. This man might have had a different life had the court appointed a guardian for him when the divorce was granted to his parents.

An American, thirty-six years old and serving a prison sentence, says: "I had a drinking father and my parents separated when I was a year old. I had little schooling and had to work. I learned to drink and at nineteen I was arrested and sent to prison for four years. Kindness and a chance to earn an honest living would have helped me. No one would believe me sincere or help me to get work."

In this case the year-old child was the real sufferer from the separation of his parents. What chance is there for a little child, deprived in this manner of his home life and home training, unless provision is made for him to receive these in some other way? Society pays dearly for its neglect of these little ones, but the suffering entailed on the one whose life is ruined is far more serious. A guardian was surely needed in this instance, but thirty-five years ago even less was done to save children than now.

An American of thirty years, who is now serving a life term in prison, says that he believes his loveless, homeless childhood was the cause of his downfall. He writes: "My parents separated when I was one year old. My mother had to work outside, and died when I was five. I was put into an orphanage when one year old. I am in prison for murder caused by liquor. I am satisfied if I had had a good home with some one to love me when I was a child I could tell a different story."

Longing for love and a home is shown by a very great many of the unfortunate men and women in prison. It must indeed be recognized as one of the greatest needs of childhood. Orphanages can not fill this need. No one can look into the faces of the hundreds of children in the best kept orphanages without seeing on them an expression far different from that of the child who enjoys individual interest in him, love and care.

An American aged thirty-four says: "My parents separated when I was seven. My mother worked out after that. My parents committed a crime in being divorced, I think. When out of work and drunk I stole an overcoat at eighteen and was sent to the penitentiary. If I had been given a chance after my first trouble, instead of being cast among criminals, I would not be to-day a convict and have spent my best

days in prison, an outcast and a broken-hearted man."

When a seven-year-old boy is left alone because his mother is forced to earn her bread he necessarily suffers from a lack of the care and guidance which every child needs. Furthermore, the sending of this boy to the penitentiary for his first offense, committed while he was under the influence of liquor, was unquestionably another strong factor in making him a criminal. There are more efficient ways of saving erring boys of eighteen than sending them to the penitentiary. This boy should have been put under probation and should have been placed where good influences would be thrown around him. In a prison this is impossible. Stealing an overcoat and drinking are grave faults, but not grave enough to require the ruin of an entire life, which is the usual result of a sentence to a penitentiary.

A Dane serving a long term in prison writes: "My parents separated before I was a year old. I had no one to advise me as to what was right. I had little schooling. Bad company got me into trouble."

An American, thirty years old and in prison, attributes his misfortunes to his experiences in childhood, and says: "My parents were divorced and I was sent to a reformatory at thir-

teen because I had no home. It taught me to be crooked."

Until very recently reformatories were used for homeless or erring children without any discrimination. This has proved disastrous in many cases. The practise still obtains at the present time, merely because it is often the easiest thing to do. Some states have passed laws against sending homeless children to reformatories, but when no other place is open and the court knows no one who will find a suitable place for a child, he often is sent to one of these institutions. Thus an innocent child is obliged to associate with those who are versed in many phases of crime, and it is impossible to estimate the number of children whose lives have been ruined in this way. There is great need for adequate provision by the state for the care and education of homeless children in families where they may have normal home life.

A Norwegian twenty-four years old, and serving a long term for manslaughter committed while he was intoxicated, writes: "My parents separated when I was a baby. I had no home left."

An American of twenty-two, looking back on his earliest downward steps, says: "My father and mother separated when I was nine years old.

I had no discipline owing to my father's absence and my mother's inability. I stole and was sent to a reformatory for nine months. The influence was bad. I stole again and was sent to prison."

Another prison inmate writes: "I am an American thirty-one years old. My parents were separated when I was ten years old. Evil companions instructed me in the art of picking pockets, and at seventeen, when in want of money, I tried it. I have had three terms in prison."

A prisoner forty-four years old says: "My parents drank, and separated when I was three. I never had a home and never went to school. I was sent to a reformatory when I was nineteen. It surely was my ruin. If I had ever had a home I would have been different. I always longed for one."

Still another prisoner writes: "My parents were divorced when I was fourteen. I had little schooling, no home and no friends. I was arrested for stealing and sent to a reformatory for three years. I had no work when I got out, no home, and I had to steal again."

In the cases of all these men neglected childhood through parental desertion was the beginning of their downfall. Their experiences should prove the need for an appointed guardian for every child placed in a similar position.

A young man of twenty-four in telling of his early life writes: "My parents separated when I was nine. I was arrested for vagrancy because I had no home and was sent to a reformatory. There I learned to steal. There's where a youth gets in with a bad lot and learns to steal."

This is but another instance of the mistaken treatment of a homeless child. Vagrancy is not a crime, but a misfortune which requires a different remedy than arrest. Authorities should not be allowed to arrest children because they are homeless. They should be brought into court on petition for their care. The reform school as a substitute for the home proves to be merely a school of crime, and it gives the child for friends those whom he should never know. Under such a system a child's whole future is in the hands of the court, and the system has served to wreck many lives.

A prison inmate twenty years of age writes: "My parents were divorced when I was five. I had no home and was sent to a reform school at fourteen. When I came out I was shunned by society on account of having been in the reform school. I could get nothing to do—so I am in prison now."

The need for a friendly helping hand to establish youths after their discharge from a reform school is brought out by the statements of many

prisoners. They find it a great handicap in trying to obtain employment to have been in one of these institutions.

Certainly instances sufficient have been given to show clearly that definite provision should be made for the care and protection of children when their parents separate or are divorced. Remanding a child to the care of either parent does not insure the child's having proper care. In most cases he will not. The child and the state, it will be admitted, both have some rights that must be considered. Both can best be protected by the appointment of a guardian to look after the child, see that he receives proper care and report concerning him to the proper court at regular intervals. Children of divorced or separated parents are precluded from enjoying normal conditions, and they must be protected unless both child and state are to reap the bitter fruit of neglect.

Parents who have any conception of the handicap they thereby place on their children will, unless they be very selfish, think many times before breaking up the home into which they have brought helpless little children who by every right should have their care and love.

CHAPTER V

REGULATION OF OCCUPATIONS FOR CHILDREN

THE subject of the regulation of occupations for children has received much attention during the last decade. Previous to that there was no concerted, thoughtful effort to study the relation of a child's work to his future character and strength as a citizen. When in England at the time of the Boer War it was found that few men came up to the physical standard required for enlistment in the army there was immediate inquiry into the causes of such a state of affairs. The relation of the employments and occupations of youth to health had become of serious moment to Great Britain's future as a nation.

The United States has also come to a realization of the fact that the occupations and employments of youth have a direct bearing on health and character and are, in consequence, a matter for government study, inspection and regulation.

Some kind of work for children, even in their earliest childhood, is necessary if good habits are

to be formed. Whether the home be rich or poor the child is deprived of proper training if he never has work to do. But since all work has a direct bearing on health and character, work outside the home requires strict regulation. This also has much to do with the prevention of crime.

Early Experiences.—Many boys, without education or friends, who have been thrown on their own resources, have taken up some street trade, such as that of messenger boy, newsboy or bootblack. We may take as an instance of the result of this an American of twenty-seven now serving his second term in prison. He began work at seven, having no friends and no one to advise him. He got into bad company and at seventeen he was arrested for burglary. Is there anywhere a child of seven who is capable of self-support and self-direction? The neglect of such cases as this one has proved costly to the state and has wrecked many lives.

Here is another instance of neglect by the community. An American youth tells of being left an orphan at two years of age. He was in an orphanage until his eighth year, when he began work as a newsboy and bootblack. He never went to school. At eleven years of age he was arrested for petty larceny and sent to jail for ninety days. The friends he made and the lessons he learned in jail at the most im-

pressionable period of his life became the directing forces in his subsequent activities. The community in which there was such neglect and ill-considered treatment of a child is responsible for his having become a criminal. The result was the logical consequence of the child's early life. Until within the last ten years children could be found in nearly every jail, sent there by some magistrate, and learning there the lessons that prison inmates can give. Even now this condition has only been partially remedied.

Guardians for Children.—The state must take cognizance of the fact that there are always children who have no proper guardian. In these cases the state must become their guardian, providing for their physical and moral welfare as carefully as a good parent. Whatever the cost it will prove an economy in every way. What has hitherto been saved through neglect has been more than made up by the costs of criminal prosecution and punishment.

Homeless Children.—Men and women who are leading criminal lives are always on the watch for homeless children. Many children brought into the juvenile courts for stealing have been taught the trade by men and women who employ them and direct them. Others help burglars by climbing into places too small for a grown person to enter and opening the way for them. Dishonest junk dealers encourage

children to steal brass and lead pipe for which they pay them. Red-light districts welcome the uncared-for child and use him as a messenger or in other ways, while he at the same time becomes familiar with all the practises of the denizens of that quarter. Unless the neglect of these children ceases and is supplanted by efficient methods of caring for them crime will always continue to have its bands of youthful pupils who after a few years' apprenticeship are well versed in the practises of those who live by preying on society.

Remedial Legislation.—The whole effect of remedial legislation when put into action requires the most careful study. It does not always work out as those who plan it expect it to. Broad knowledge and penetrating insight are both necessary in planning such legislation, and a large view of the situation to be relieved in all its aspects is vital to a consideration of the probable effect of any projected law.

In recent years the exploitation of children in occupations dangerous to life and health has very properly aroused sympathy and indignation. Earnest work has been done to safeguard youth. While the results have been important, it needs to be remembered that laws too extreme and rigid hold out possibilities of injury to the children as serious as overwork. When laws require that no child under fourteen en-

gage in any work other than domestic or agricultural a grave danger confronts the city boys.

Effect of Legislation.—For the town and city boy there is no agricultural work and little domestic work. The result is compulsory idleness for three months in the year in the cases of most city boys. Every one who has the slightest understanding of the nature of boys knows that activity is a necessity of their being, and that if they are not occupied in useful ways they will soon find things to do which bring them up against the law. During school vacations one may walk about the streets of any city and see gangs of boys from ten to fourteen roaming the streets without purpose or direction. The homes of these children are small, their parents know no vacation nor have they the means to send their children to the country, nor can they give them spending money with which to gratify their taste for candy, moving-picture shows or other childish pleasures.

The children, on the other hand, can not work without breaking the law. They can not earn money to gratify their wishes. What remains for them but mischief, which they find in many forms? They see an empty house. What easier than to enter it and steal the brass it contains, for which they can get a few pennies from a junk dealer? Or they will rob slot machines, or in countless other ways will they find means

for injuring themselves and their community. It is not inherent mischievousness that brings on these things. If employment that would occupy their thoughts and hands were given these boys they would find no time or inclination for their raids on property.

It is useless to expect that boys can be idle and quiet for weeks at a time. Unless some kind of work is permitted children twelve to fourteen years old they will continually be furnishing recruits to the ranks of the criminals. It might as well be recognized, also, that work is the only salvation for the boy to whom school makes no appeal.

When the state regulates so much of the lives of children that their parents can not longer direct their activities, no dangerous loopholes should be left in the regulations which are enforced. The state assumes a great responsibility when it denies the right of individual choice. When the right of securing work is denied to children the state will sooner or later find it necessary to provide for them work that is considered both suitable and favorable. Manual-training schools of various kinds, open all the year and with rules governing attendance, will be found necessary to take the place of the work which children are now forbidden to do.

Developing Manliness.—No one who comes into actual contact with boys can doubt that

the trade school, or suitable work in which money may be earned, develops manliness and the sense of responsibility as nothing else will. This conviction is only strengthened by acquaintance with so-called wayward boys. Strong men are made from the boys who have had to overcome obstacles and who have thus grown strong through actual achievement. To give children no responsibility or possibility of other work than their school activities before they are fourteen is to handicap their entire future.

Playgrounds.—The establishment of playgrounds in cities has been beneficial, but it will be many years before they are sufficient in number to be accessible to all the children. Even if there were a playground for every child, however, this would not be sufficient. Work and play must alternate, for either alone is bad. The boys who are roaming the streets in hundreds of towns and cities are just natural boys filled with the love of fun, with energy unlimited, which must have some outlet. Their energy needs only direction into safe channels.

When laws prevent this, however, and when conditions favor an unwholesome outlet, a state of affairs arises which constitutes a menace both to the boys and to the whole community. When a boy has had nothing to do until he is fourteen he has developed a strong bent toward idleness and loafing. It is difficult to induce many

boys to work after such a preliminary course in idleness. Indeed, one can not begin too early to instil the idea that every one is created to be useful, nor can one begin too early to place responsibility on children.

Habit of Work.—The habit of regular work and the importance of doing the work well must be instilled into children from the earliest possible moment for their own happiness and their future success. With each year the child should become a more responsible person. Nothing will make a child happier than to have responsibility and to feel that he is trusted and needed. Some of the most successful of probation officers have realized this and have enlisted the help of older children on probation in caring for younger ones, and have placed responsibility on them in various other ways.

There is a happy medium in the matter of work which both parents and the state must recognize if they would prevent the making of wayward children. No one would desire to put a man's work on a child or to make a drudge of him. But on the other hand one can not safely leave him without responsibility or work until he is fourteen, thereby losing some of the most valuable years, when the child is most impressionable, for the formation of habits. No satisfactory solution of this problem has yet been evolved. Careful study of all legislation bear-

ing on children is necessary. Compulsory education laws should precede child labor laws. The opportunities for wholesome work for children should be investigated in every community. Constructive rather than prohibitive policies are needed to safeguard the children, and it must be remembered that the question of what children may do is as important for consideration as what they may not do.

Freedom and Initiative.—An attempt to force every child into one groove must have serious effects on character. Conditions of life vary so greatly that what is best for one person may not be best for another. Initiative and the ability to do what circumstances require are highly important elements of strong character. Prohibitive measures that take away possibilities of individual freedom must produce conditions worse than those they are designed to remedy. If legislation is to be helpful some opportunity for discrimination must be allowed those entrusted with administrative power.

The issuance of work certificates to children by school authorities is valuable; and the school authorities are best able to do this on account of their close knowledge of the children. Some degree of liberty could safely be given them in this matter. Laws specifying what children may not do should be supplemented by laws providing occupations in which they may engage.

Many parents who wish their children to have some employment in vacation time and out of school hours are convinced that this is beneficial for their children and wish it on that account alone. Some freedom should be given these conscientious parents in regard to finding employment for their children. In order to protect children whose parents wish to use them for their own benefit it is hardly just to put obstacles in the way of parents who are earnestly watching the special needs of their children from day to day.

Placing Responsibility.—To be useful is the law of life, while to be idle is to court danger for child or man. Most children are destined to have to earn their living, and since it is in childhood and youth that our habits are formed it seems obvious that this lesson should be learned as early as possible. There are many good parents who are amply able, if necessary, to support their children in idleness, but who see serious disadvantages in such a course. There are other parents who, though able to support their children entirely until they are fourteen or sixteen, could give them advantages otherwise impossible if the children themselves could help in earning money. The majority of parents will sacrifice themselves for their children. The majority of parents may be trusted to decide what is best for them. Such parents are seriously handicapped by prohibitive laws in regard to

child labor. Many of them conscientiously believe that it is easier for children to begin work gradually than to be forced into it suddenly.

There are children whose only salvation seems to be in the line of practical work of some kind. Children can only be dealt with successfully when their individual characteristics are studied. Parents and teachers may safely be given some liberty and discretion in meeting their needs. In the case of the wayward child such discretion is a necessity.

Many of the inmates of prisons, in reviewing their lives and giving what they regard as causes which led them to criminality, lay special stress on idleness and the lack of work. An American, twenty-nine years old, who has served time in both a reformatory and a prison and who was often a truant in youth, says that "the cause of so many young men being in prison is idleness, which is the foundation of most of their crimes."

A German, twenty-nine years old, who was brought up in luxury, is educated and possesses a college degree, who has traveled extensively, and who is now serving a term in prison for violation of game laws, has said: "I honestly believe that if I had been given a practical education instead of an academic one I would have been better able to strive with the practical, every-day conditions of humdrum life. May this be a help to others."

Another prison inmate, who is well educated

but has no trade, writes: "Idleness goes first in my downfall and drink follows. I am thirty-four years old and was born in New York. I supported my mother from the time I was seventeen years old, as she was a widow. I went to school irregularly. I was fond of the water, but had no money to buy a boat. I was arrested at ten for stealing a small boat and was sent to a reformatory for five years. I am now in prison for twelve years. Good playgrounds and free trade schools would keep the kids off the streets and out of mischief and would help keep their minds on their work."

An American prisoner, thirty years of age, says, in urging that children be taught to work: "I was never taught to work and could not do anything. I was the youngest and had my own way until my mother died."

Work Prevents Crime.—There can be no question but that the education of children in the habit of useful work has a direct bearing on the problem of crime. To carry the prohibition of work to an extreme will increase the number of those who will lead criminal lives. Warden McKenty, of the Eastern Penitentiary, Pennsylvania, has had many years of experience with the men and women classed as criminals and he says: "Work is the best preventive of crime, and if all men were taught trades and trained in industry from childhood it would cut down crime fifty per cent."

CHAPTER VI

THE HOMELESS MOTHERLESS CHILD

THE treatment and care of children bereft of home deserves more serious consideration than the subject has yet had. For the protection both of the children and the state more efficient methods of dealing with them must be evolved. The child whose home has been destroyed by drink, the separation of his parents or the death of either or both of them is placed in a position which in many cases has resulted in a criminal life.

Criminals Handicapped. — In investigations into the causes contributing to juvenile delinquency it has been shown that two-thirds of our prison inmates began life under the handicap of no home training, no mothering, little love and no preparation for meeting life's temptations. Two-thirds of those we call criminals were in childhood homeless or worse. Is not this the strongest kind of evidence of the danger of neglecting or improperly treating children who have such possibilities for evil, but who also, it must be remembered, have equal possibilities for good?

The state has spent far more on the prosecution of these people and their support in prison than it would have cost to give them the best possible care in childhood. The care of such children has hitherto been left principally in private hands, though the matter is obviously of the greatest importance to the state as well as to the children themselves.

Orphan Asylums.—Institutions for the care of orphans and half-orphans have been founded by charitable people wherever such people have chosen to place them. There has been no attempt to learn how great is the need for such institutions nor to see that *all* children are cared for. There has been no educational supervision of such institutions. Where state appropriations are given them there may be official visits at intervals, but these are necessarily superficial.

Directors of the poor find such homes as they can for orphans, but they are unable to provide adequate supervision of the homes and children after placement.

Home Finding Societies founded by charitable people have done some good work, but have been limited in their ability to cover the need.

Home Finding.—In places where the state has assumed the duty of finding homes there is still much to do to bring the system up to a standard which will place the state's child on an equal footing with other children. Those whom the

state adopts should not be looked down on or treated with less regard than children who have parents. The care of homeless children is too important not to be provided for by state regulation of the most far-reaching kind. There should be no loopholes for neglect, as there always are when any activity is left to the voluntary effort of individuals.

The provision of shelter, food and clothing is not sufficient. Those who receive no more than that are deprived of a fundamental need of childhood. It is mothering that every child should have. Personal interest and personal care are essential.

Arrests for Vagrancy.—The state has inflicted a great wrong on children in the arrest of homeless ones for vagrancy and in committing them to reform schools and prisons for having no homes. From the ranks of children so treated come many of our deserting husbands who have never known what home life is and who have no conception of its duties.

Whether the children who are deprived of home life shall enter the ranks of criminals or whether they shall receive such care as will make them good citizens is the question every state must face. These children are a source of danger to society and an expense to the state if they are neglected or merely housed and fed. They are not responsible for their own condi-

tion; they are helpless and homeless, but if left alone do not long continue so. They sometimes come from good families, for in American life changes are rapid and the wheel of fortune makes many revolutions.

What the State May Do.—What should the state do for these children? It can do much to prevent children from having drinking parents. It can refuse to license saloons or the sale of liquor. The continuance of this menace to childhood rests entirely with the control of the state. If the state so decrees it can eliminate the drinking parent, and in so doing it will save thousands of children from conditions which make criminals of them. If licenses for the sale of liquor were refused and its manufacture regulated the drinking parent would become obsolete. In the cases of those parents who now have the habit, treatment should be given which would cure them, instead of short imprisonments. The state should also provide means of caring for the children of drinking parents, so that they need not suffer as they do now.

The state can protect orphans by the establishment of a Home Finding Department under state control. Lists should be made of every family in the state willing to adopt a child and of every good home where a child would be taken at the state's expense. Every known fact concerning a child's parentage should be re-

corded, and there should be supervision of children wherever they are placed. There are private homes sufficient to take care of all homeless children, if only proper effort were made to find them. Institutions should only be used for temporary purposes.

The Juvenile Court in Pennsylvania has the option of placing children with families instead of in institutions, and in such a case the county pays to the family the same amount that would be paid in an institution. This, of course, is not sufficient, but it is one step toward recognition of the possibility of finding family homes for orphans. Some states have already gone further in this direction by establishing mothers' pensions, which enable children to have a mother's care when, through poverty, or the death or desertion of their father, they would otherwise be deprived of it.

In the cases of the children of divorced parents, the state should insure the protection of those who are thus deprived of the influence of a good home. The causes that have made divorce so prevalent should be studied in order that they may be removed and this menace to children be minimized as much as possible. Uniform legislation concerning marriage and divorce is greatly needed, but preceding that there should be adequate education of youth in the right ideals of marriage and the home. The neg-

lect of education in this vital subject has contributed to the making of many unsuitable marriages which have resulted in separation or divorce.

Homes are the foundation of society. If the making of homes is to be successful they must be founded in the proper spirit and with full realization of the responsibilities and duties involved.

Protection of Children.—To prevent our having wayward children, homeless children must have adequate protection, care and guidance. It should be the state's duty to afford these children care as nearly as possible similar to that which they would receive from a good father and mother. If this end is to be achieved the state must assume the responsibility of caring for orphans instead of leaving the matter to the sporadic efforts of private individuals.

A prison inmate thirty years old, who was left an orphan at five and sent to an orphanage and who is now imprisoned for murder, writes: "I am satisfied if I had had a good home with some one to love me when I was a child I could tell a different story."

The real reason for the criminal lives of two-thirds of our prison inmates lies in the fact that they were homeless as children. They were not abnormal, they did not have inborn criminal tendencies, but no good seeds were planted in their youthful minds and, as will always happen

in such a case, weeds sprang up instead. Determined, well organized, systematic effort should be made by every state to prevent the homeless children of to-day from meeting the same fate that overtook those of a generation ago. And always it must be remembered that the dividing line between the homeless and the wayward child is almost invisible.

Evidence from the Prisons.—Out of three hundred and ninety-five inmates in the Eastern Penitentiary in Pennsylvania one hundred and sixty-three were found to be orphans or half-orphans, thirteen were children of divorced parents, fifteen were illegitimate children, sixty-one had drinking parents, so that out of the three hundred and ninety-five, two hundred and fifty-two were in childhood deprived of normal parental influence and home life.

From seven hundred and ninety-four inmates in the Minnesota Penitentiary three hundred and ten were orphans or half-orphans, fifty-five were children of divorced parents and three hundred and nine had drinking parents, so that out of seven hundred and ninety-four, six hundred and seventy-four were in childhood without any normal home life.

From one hundred and seventy-four inmates in the Illinois Penitentiary seventy-nine were orphans or half-orphans, eighteen were children of divorced parents, fifty-five had drinking par-

GALE COLLEGE LIBRARY
3362

ents and four were illegitimate. Thus one hundred and fifty-six prisoners out of one hundred and seventy-four had in childhood no normal home life.

From fifteen inmates in a Texas prison five were orphans or half-orphans, two were children of divorced parents and three had drinking parents, so that exactly two-thirds of them had been deprived of normal home life in childhood.

Out of six hundred and fifty-six inmates in the Auburn and Clinton Prisons in New York three hundred and six were orphans or half-orphans, forty-six had divorced parents, two hundred and five had drinking parents and six were illegitimate, which makes a total of five hundred and sixty-three who in childhood enjoyed no normal home life.

Thus out of a total of two thousand and thirty-four prisoners sixteen hundred and fifty-five were either homeless or deprived of parental care in their childhood. Could more convincing testimony be given as to the value and necessity of this influence and guidance to every child?

Mothers Versus Institutions.—The greatest men of every age have testified that they owed everything to their mothers. The personal care of a loving and wise mother is the greatest need of every child. No benefit can compare with it. The mother and father are God's institutions and for that reason alone would be necessary for the

child whom He has put under their care. If mothers and fathers fail, then their children fail also. The foundations of life are weakened when mothers and fathers are relieved of their duty and other agencies substituted.

It is not the elaborateness of a home but the character of the parents which makes it good or bad. Mothers are the natural guardians of infancy and childhood. A child's own mother comes first, but if he is deprived of his own mother the next best thing is the care of some other motherly woman. Many childless women have mothers' hearts and longings though their arms are empty.

Need for Mothers.—The recognition that mothers are the greatest need for every child is gradually changing the old methods of caring for orphan and half-orphan children. When the death, desertion or imprisonment of a father forces his wife to assume the duties of a bread-winner she necessarily has to sacrifice her activities as mother and home-maker. Her children thus are left without care or guidance during the greater part of the day. Out of two thousand and thirty-four prison inmates four hundred and seventy-six were found to have had mothers who had to support the family. One-fourth of these prisoners had to be deprived of a mother's care because their mothers had to earn their living. These were God's children as fully as are

more fortunate ones; these were also future citizens of the state, whose welfare as such should be of the greatest importance.

Breaking Up of Families.—Mothers fully qualified to bring up their children well have had to see them placed in different institutions while they worked to contribute scantily to their support. Mothers whose deepest wish has been to care for their children have had to endure seeing them forcibly removed and their homes broken up, because while these mothers worked their children had become truants or committed offenses resulting from lack of parental care. Liberal bequests from charitable people desiring to help children have made possible many institutions for them. No bequests have been made to help mothers maintain homes for their own children, except in occasional instances where allowances are temporarily given mothers by charitable organizations.

Mothers' Pensions.—Mother and pauper are not words that it should be possible to apply to the same person. A mother is the servant of God and of the state, bearing and rearing the future citizens of both the earthly and the heavenly kingdoms. Her function is more important than that of the soldier who saves the state—she insures its continuance and its quality. Mothers should be honored above all others, not sentimentally, in song or poem, but in actual fact.

Mothers must sooner or later be accorded the place they alone can fill in the councils of the home, church, school and state; and mothers, whether rich or poor, must be given protection sufficient to enable them to perform their God-given duties to their children.

When we recognize the need for pensioning soldiers, teachers, municipal employees, who have rendered long and faithful service, we ought surely also to recognize the need for pensioning needy mothers, remembering that they render the greatest service to the state. Such pensions are available only for mothers who are proper guardians of their children. They are not given in the guise of charity—which no self-respecting mother could be happy in accepting—but because the child's future is of the utmost importance to the state, and because the mother's value is recognized in the matter of shaping and giving direction to the child's future.

Even if mothers' pensions involved a large expenditure they would be worth all they might cost, on account of the consequent saving in prosecutions and care of men and women who are leading criminal lives as a result of having been deprived of parental care in their youth. As a matter of fact in Kansas City it has proved more economical to give mothers an allowance for the care of their children than to support them in institutions.

Administration of Pensions.—The mother's allowance is a more accurate name for this system than mothers' pensions, because in this case it is money paid over for service being rendered, whereas a pension is paid for service that has already been rendered. The administration of the system should not be connected with any state or local board of charity or any charitable agency. In some states it has been placed under the control of juvenile courts or common pleas courts. In Pennsylvania the entire management is given to seven trustees in each county, all women, and appointed by the governor. The state then gives to each county for pensions an amount equal to that appropriated by the county itself for the same purpose. Not over three thousand dollars may be spent on administration, and annual reports must be made to the governor.

It is not to be supposed that in inaugurating mothers' pensions no mistakes will be made. This new method, however, is founded on common sense and its successful evolution can only be a question of time. It will remove anxiety from many homes—from homes where women can scarce gather enough together for daily needs, where fathers with unending toil are unable to provide for the maintenance of their families in case sickness or death should keep them from work.

The laws concerning mothers' pensions provide that women receiving an allowance from the state may not be employed outside the home. This will serve to prevent truancy and crimes formerly committed during a mother's necessary absence from the home. This method proceeds from a recognition that the mother is more valuable as the guardian and guide of her child than she is when she is merely earning money for his support. It also involves recognition of the fact that child nurture is the primary function of every mother.

In Chicago, where the system has been in use for some time, the estimated financial saving is four dollars and seventy-five cents the month on each child. But even if this method involved a larger expenditure than the old one it would still be worth the cost.

When the state assumes the financial support of the children it is possible to require of the mothers helped the best care they are able to give. Doubtless many mothers will ask for help who do not measure up to the highest standards of motherhood, but if they possess the essential qualities of a good mother ways will be found of giving them substantial help in home-making and efficient child nurture.

Murder, the Result.—A mother of three children, one of whom committed murder, tells in these words the story of her child's life and the

reasons for his downfall: "John's father went away when he was three years old. I was left with three children, two of whom worked and helped to pay household expenses. If I had stayed at home to care for John our table would have been bare. I did what any other mother would have done; I went to work. Any old job that paid me a few dollars weekly was welcome. The boy grew up as best he could. I got breakfast at daybreak, then went to my work, and returned home to get supper and wash the dishes. When he arrived at the proper age, John shunned schools. He said boys made fun of him because he was backward. I encouraged him but he dodged the schoolroom. And then came street-corner acquaintances, boys he would not have met had I been able to remain at home and give him a mother's care. I was heart-broken when a policeman stopped me on the street one morning and told me my boy had been arrested. My boy was fifteen years old in March, 1910, and in the following March he was sentenced to the workhouse. He served two years and two months there. He had broken into the storerooms of a hardware company and stolen a revolver and a box of cartridges. I pleaded with the judge to send my boy to an industrial school where he would be with lads of his age. The answer was a sentence of two years and six months in the workhouse. His companions there

were murderers, robbers, hardened criminals of every type. These men were associated with him in the tailor shop and in the yard. When his sentence expired he was a different boy. I believe he could have been a good boy if he could have had a mother's care and if he had not been forced into association with criminals."

Could there be a stronger plea for financial help for such mothers as this one, so as to allow of their being with their children? The practise of sentencing youths to association with criminals is a crime against them and against society which must cease as soon as its terrible consequences are fully understood. The punishment of this boy's theft by sentencing him to prison did not prevent further stealing but only gave him enforced lessons in greater criminality. There are thousands of cases similar in every way to this one.

Parent-Teacher Associations. — The parent-teacher associations in connection with schools and churches which the National Congress of Mothers has been organizing since 1897 are schools for parents. They may be organized wherever mothers live. The programs outlined for these associations cover all phases of the child's physical, mental and moral development. Helpful books are recommended and parents desiring special advice may have it. The educational system designed for children has in this

way been supplemented by an educational system for parents, fostered by the National Congress of Mothers and the United States Bureau of Education. Any parent who desires help may obtain it without cost.

The mother who receives financial aid may also be given suggestions and help in teaching her children honesty, self-control and other qualities which are fundamental to good citizenship. Some state boards of health are already giving valuable instruction to mothers concerning the care of babies. Child welfare commissions with parents' educational bureaus in each state could disseminate other information just as important.

Methods of the past have been responsible for making criminals. If attention is turned to saving wayward children, crime can be prevented as in no other way, and it will have to be remembered that parental care can not safely be left out of the life of any child.

LACK OF PARENTAL CARE—WRITTEN BY PRISON INMATES.

American, twenty-five: "Mother died when I was a year old. Stepmother. Drinking and bad company caused my crime." (Larceny.)

A Russian, aged fifty-two, who has served five terms in prison, writes: "Never had parents or any one to help me."

American, thirty-one: "Father died when I was seven. Was in orphan asylum. I was sent to a county jail for thirty days when twenty-two, on account of a drunken row. A good home and no liquor would have helped me."

American, fifty-five: "I do not remember my parents and never went to school or church. . . . I committed murder at fifty-one. I never had any bringing up. That and liquor are the causes of my crime."

American, thirty-four: "Mother died when I was seven. I was brought up in an orphan asylum. Liquor was the whole cause of my trouble. A more cheerful home and a mother would have helped me more than anything else."

American, forty-seven: "Father died when I was two, mother when I was eight. I did not go to school. My father was a white slaveholder, my mother was colored. I am serving a life sentence."

American, twenty-four: "My father died when I was nine, my mother when I was sixteen. I began work at eleven. I was arrested at nineteen for disorderly conduct. . . . When I lost my mother I lost my best friend."

American, twenty-seven: "I never had any home. If my mother had not died when I was only eight years old I would not be here now." This prisoner began work at six years of age; he never learned any trade.

American, twenty-one: "My mother died when I was young. I committed larceny at eighteen, caused by my ignorance and my wanting money to live in luxury. I was sent to prison for three months. I have served three terms. If my mother had lived I would never have seen prison."

An American of thirty-four tells of being left an orphan at eight, in charge of a charitable society. He was first arrested at fifteen for attempted burglary and was sent to prison. He says: "I have served seven terms. Institutions are dens of immorality and graft. A helping hand at the right time would have helped me to live an honest life."

A native of British Guiana, aged thirty-three, who was left an orphan when ten months old, writes: "I never went to school but two years in my life. I was in an almshouse for a time. Necessity caused by my being a gamin was the reason of my first offense. I was sent to a reformatory when seven or eight. The influence was prejudicial. I have served several terms in prison. It is seldom if ever that a person who has been in prison is allowed to lead an honest life. Police information to employers is one of the main features of trouble for the ex-convict. Reformatories do not ameliorate incipient criminals. They make them."

American, thirty-nine: "My mother died when I was seven. I stole to get more money for the girls. I was caught and sent to a reformatory for a year. This was bad for me. Then I stole more. I was sent to prison for four years and then for fifteen years. Only one mother and father out of ten thousand ever tell their children what is the greatest danger in life. Learned people should spread information as to what is the greatest danger to boys and girls under eighteen. In prison a man learns everything."

Negro, forty-two: "My mother died when I was seven. My stepmother said she did not like other people's children. I was homeless and friendless and at twenty-two I stole. I was sent to prison for eight months. I do not drink. I have needed work and a helping hand."

American, twenty-one: "My mother died when I was seven. I learned no trade and stole at eighteen. I was sent to a reformatory for twenty-three months. The influence was bad. Am now in prison for two and a half years. I had no one to advise or restrain me or be kind to me. I was weak and did not know how to say no."

American, forty: "My father drank, my mother worked out by day. Home was a house of many troubles. I had little education. I was in an orphan asylum for some months. When

89213

thirty-one I was arrested for assault while drunk and was sent to jail. The place was weakening. Rum was the cause of my downfall."

American, twenty-three: "My father drank and my mother worked out. I attended school irregularly, and never attended church or Sunday-school or learned the Lord's Prayer or Ten Commandments. I was arrested at fifteen for being drunk. I was sent to prison and have served two terms."

American, twenty: "My parents drank. My father did not support the family and mother was employed outside the home. When they were there it was not pleasant, for they were drinking, quarreling and swearing all the time. I spent my evenings on the street and in bad company. I was in an orphan asylum for a while. I stole at fourteen because I had no home, no one to care for me and was in bad company. I was sent to a House of Refuge for nineteen months. The influence was bad. When I got out I had no work, no home or friends and was forced to steal."

CHAPTER VII

BOYISH PRANKS TREATED AS CRIMES MAKE CRIMINALS

THE instances that will here be cited of the consequences of treating boyish pranks as crimes are actual and typical cases that have come to light in investigation of the causes leading to a criminal life.

Turning Points in Life.—A twelve-year-old boy in 1848 broke a car window for fun, "just to see if he could hit it." It was a boyish prank which might have caused serious injury, but the boy himself did not realize the gravity of his deed. He was punished by being sent to prison. The influence of his companions there was so bad that it changed his entire life, most of which has been spent in prison. The punishment inflicted by the court amounted simply to an enforced education in crime. This man's life was ruined because when he was a mischievous boy and it was possible to save him, no one knew how to go about doing it. In order to "protect" society this child was forced surely into the ranks of professional criminals.

Commitment to prison at the age of twelve

amounts simply to a sentence to become a professional criminal. No child would be strong enough to become anything else.

In another case a seven-year-old boy was sent to a reform school for ten years for using liquor and cigarettes. As a result of the influence and associations of the reform school he has served five terms in prison and at thirty years of age looks back on his past as an education for a life of crime.

Mistakes such as this in the treatment of small boys are too serious in their effects to be allowed to continue. Just such mistakes have filled the ranks of the professional criminals of to-day.

A boy sixteen years of age was arrested for stealing watermelons. The punishment given him was ten years and six months in a reformatory. As a result of this he has since served two terms in prison. He says: "If you want to make a criminal put the first offender in a place where they treat him as brutally as I was treated eight or ten years ago."

Stealing watermelons is not to be encouraged, but the result of the treatment for it in this case was a serious matter for the state. One man who was sent to prison when ten years old says, in pleading for more intelligent treatment of offenders: "Don't, for God's sake, send a young boy to prison if you want to reform him. Sus-

pend sentence on him, give him another chance, three or four if necessary, but don't put him away among a lot of hardened criminals."

A ten-year-old boy was guilty of stealing some fruit. He was arrested and tried in the same manner as if he were a grown man instead of an undersized lad of ten who had no realization of what that boyish prank would lead to. His sentence meant that a compulsory education in crime was his punishment for his misdeed.

An eleven-year-old boy was arrested for stealing some peaches from a farmer's wagon. It was the turning point in his life. He was given five years in a reformatory for this trifling misdeed. Certainly it could have been corrected without ruining his future life.

Serious Results.—The treatment given this boy was out of proportion to his fault, for it turned his whole life toward criminality. It was a mistake to confine this boy in a prison cell in the first place, and it was a greater mistake to send him to a reformatory for five years. If the magistrate who committed the child to prison had instead talked kindly but seriously with him and had found some good man or woman who would have been a friend and adviser to him, the result would have been very different for the boy. In this case the treatment was punishment for a given offense, not prevention of any further wrongdoing.

A boy of thirteen, whose favorite books were of the Deadwood Dick and Nick Carter type, was once inspired to imitate the characters he was reading about. He had no idea of the seriousness of what he was doing. He was simply living out the stories he read of crime and thieves. Before long he found himself in a penitentiary, and he says of that experience: "I learned more about thieving in one year than could be learned out of books in twenty years." Any one possessing insight into boy nature would have directed the life of such a youth into safer channels in a more efficient way than the one that was actually adopted.

A ten-year-old was arrested for stealing barrels for an election bonfire. He was sent to a House of Refuge for eighteen months. He writes: "It ruined me. I have served four terms in prison."

Instances similar to these have been the beginning of a criminal career for many who are now prison inmates. On the other hand, few are the men in honored positions to-day who can not look back on childish deeds fully as serious. A different and a happier fate presided over the latter men, and that is the only difference discoverable. Boys will make mistakes and do wrong, but they are only boys, and in judging them we should remember that they have not reached years of maturity and discre-

tion. It would seem that the state erred more seriously than the boys in instances such as those here cited, for it is not unreasonable to think that the state should by all means provide for such cases effective and sensible methods for the prevention of future offenses. In nine cases out of ten no punishment at all for such misdeeds would show better results in making decent citizens than do the punishments actually given.

Entire Lives Wrecked.—In July, 1913, in New York, two high-school boys of sixteen were convicted of stealing and were sentenced to serve terms of twenty years in the Elmira Reformatory. The boys explained that they had stolen to get sufficient money for a college education. No one can read of sentences like these without rebelling at a system which makes such treatment of human beings legal. Stealing is a crime, but wrecking child life is also a crime. These two boys of sixteen were still in the formative period of life and it would have yet been possible to make useful citizens of them. They made a misstep, but had they been guilty of manslaughter their punishment could not have been more severe. They committed a crime against property, but their punishment was a crime against immortal souls, for they can never overcome the handicap placed on them. All hope and all desire to improve must disappear

under such a sentence. When they come out of the reformatory at thirty-six years of age youth will long be past, they will have no friends save lawbreakers of every kind, and rankling in their hearts will be the sense of the injustice and severity of such a sentence imposed on mere boys. At thirty-six years of age, with twenty years in a reformatory back of them, without friends or experience in the world of 1933, what future can open out before them but the only life they will know—a life of crime?

A man, now in prison, who has spent eight years in a reformatory, says of these institutions: "Reformatories for boys are schools of degeneracy, vice and crime at present; and the worst boy outside will reach a lower depth when sent to one. No boy under age should be sent to prison for a first offense against property." Hundreds of others write in the same way, telling of the things that are happening to-day to American boys. Perhaps there is no greater need in our country than the removal of all juvenile cases from the courts and the placing of their treatment in the hands of men and women qualified to deal with children in a way that will be fair and just.

Moral Disease.—If the treatment of the physically diseased were placed in the hands of the courts most of the patients would die, because it takes experienced physicians to bring the

diseased parts of the human body back to health. The treatment of moral disease requires physicians just as experienced if order is to be brought into the lives of boys and girls not yet adjusted to their environment, and most patient, wise and skilful handling is necessary to save these erring ones from things worse than physical death.

Educational Authorities.—The first step toward a better procedure was taken when children's cases were separated from those of adults in hearings before the courts. The next step should be the entire removal from the courts of the cases of children under sixteen and the placing of them under the jurisdiction of the educational authorities. Our educational system is not now equipped to do such work, but the treatment of wayward children is an educational question and should be under educational management. Our educational system has been steadily extending so as to minister to all needs of children outside of the home. The issuance of work certificates to children by school authorities is in line with this general movement.

The time is not far distant when women must share with men in judicial administration and in planning the work to be done for the protection and guidance of children. Already a step has been taken in this direction in Chicago in the appointment of a woman as an assistant judge to handle the cases of girls and women.

Gradually we are coming to realize the wisdom of preventive and educational treatment as opposed to mere punishment in the cases of child offenders. The new task is more difficult and far-reaching than was the old one of punishment, but no one will deny its supreme value and worth.

RESULTS OF SENDING BOYS TO PRISON—WRITTEN BY PRISON INMATES.

American, twenty-one: "I had a drinking stepfather. At eighteen I had no work and no place to sleep or eat. I broke into a house, for which I was sent to a reformatory. Then I was sent to prison. I don't think any man or boy ought to be sent to prison for his first offense. Give him a chance. Show him his error and help him to lead a better life."

American, thirty: "Prison is no place to reform a man, for he gets hard-hearted."

An American of thirty-seven tells of being sent to prison for drunkenness, his first offense, at twenty. He says: "I think that in sending a youth to prison where he mixes with old offenders he is put in the way of learning more wrong in a week than he would in saloons in a year."

An Englishman of thirty-five tells of being in prison as a result of drink and bad company. He

writes: "The worst thing that can be done to a boy is to put him in jail with criminals, to tell him he is bad and to suggest the idea that he is suspected. He thinks that he might as well do wrong as be blamed for it."

An American of twenty-three tells of having been sent to a reformatory for twenty-three months for his first offense. He writes: "If the police would let a man alone after he has been in trouble once instead of hounding him continually he would have some chance to lead an honest life. I am now in prison for two years because of that."

American, twenty-eight: "I graduated at high school and was a stenographer. I was arrested at twenty-three for forgery caused by drink, bad companions and fast women. I was sent to a reformatory, where the influence was bad. The police kept after me when I was released and arrested me on suspicion."

A Canadian, thirty-six years of age and well educated, tells of having been arrested at twenty-three for violation of excise laws and of being sent to a reformatory for two and a half years. He says: "The influence was emphatically not beneficial. I have served six terms in prison. Police interference, inability to get work without references and many other causes were difficulties I met when released. I also suffered from a lack of funds to carry me over such a period of

time as it took me to find employment. These were the causes of putting me back in prison more than anything else. Ten dollars do not last long when you have to buy clothes and other necessaries of life after leaving prison."

A native of Holland, forty-three years old, who is well educated and had a good home in his youth, writes: "I had no work and stole at twenty-nine. I was sent to prison for a year and have since served six terms. Time and again I have lost jobs through the police telling my employers I had been convicted of crime, thereby returning me to my former status of idleness which breeds crime. Employment without persecution would have helped me to live right."

American, thirty-four: "Because of poor wages I stole at eighteen. I was sent to prison for three years. I tried to live within the law when I got out, but the police hounding me made it impossible. It would have helped me most when I got out to have been given sufficient money and a suit of clothes not stamped with prison. How can a man reform when the police are more than anxious to keep him down, when they say that once a man has been in prison he can never reform, and when they never give him a chance? Ask any man who has served several terms how the police have used him on his discharge."

American, twenty-six: "I had a drinking

father who died when I was four years old. I attended school regularly. My heart and soul were all in music. I was in an orphan asylum for a time. I was arrested though innocent, and I could not face my people after that. I was sent to prison for two years and six months. I have served four terms. When released I had poor health, no money, a bad appearance and no work. Kind treatment and a chance were what I needed. If a man could be given a double set of clothes, one for working and the other for dress, more money, good work, and be trusted, he would not steal again."

An Englishman, thirty years old, first arrested at twenty-six for gambling, says: "I think a heart-to-heart talk and suspended sentence would have done more to make a better man of me than all the imprisonment they can ever give me."

American, thirty-two: "A good wife would have helped me most. Fathers should teach boys not to marry on short courtship and to study their future wives very well, as women cause lots of men and boys to commit crimes."

An educated American of forty-one who is in prison for murder says: "A vigorous law against home-wreckers, protecting the purity of wives, would obviate one cause of homicides and decrease their number thirty-five per cent. The remedy lies in prevention and must be sought in

protected womanhood and the sanctity of marriage."

American, forty-one: "I was innocent of the offense I was arrested for, yet I was held and punished for what I did not do. It drove me to despair. The law made me what I am, and is one of the main causes of youths pursuing a career of crime."

American, thirty-nine: "I was sent to prison for twenty years for a robbery of which I am innocent."

American, forty-eight: "I committed larceny at forty-seven. In the eyes of God there is no difference between the little thief and the big thief, the so-called business man and the politician, even if they have laws enacted to protect them in their crooked work. Their natures are the same, only their thoughts differ."

Russian, twenty-six: "I was friendless and homeless, without funds and out of work. I stole at twenty-two and am sentenced to ten years in prison. I would suggest how the American nation could solve the question of how to keep men away from prison. The first thing a man friendless and homeless needs is a home where he can stay a little while when he is released from prison. Imagine a man five or ten years in prison turned out with only ten dollars! In a few days they usually come back because they are friendless and homeless."

American, twenty-seven: "I needed most to have a home and not be permitted to run around from place to place. When my father died my brother broke up the home and I was left to hustle for myself with no one to say yes or no or to help me."

CHAPTER VIII

SCHOOLS AND THE WAYWARD CHILD

THE last century witnessed the building of the greatest public school system in the world. Over seventeen million children each year come under its authority for from five to six hours a day, and every child on an average does this for at least eight years of his life. Our schools have the responsibility for nine-tenths of our children under fourteen, and for one-tenth after that. Freedom of choice no longer rests with parents. They must accept the schools and use them, for in most states compulsory education laws make it obligatory for all children to attend school. Statistics show that nine-tenths of the children leave school in the elementary grades. These children are unfitted for self-support by work either physical or mental—they must necessarily go to swell the ranks of unskilled labor, always a precarious means of livelihood.

Juvenile Courts.—The children who come into juvenile courts are these same school children, for the jurisdiction of these courts extends only to those under sixteen. No study of wayward

children would be complete that did not take into account the bearing on this problem of the educational system and its administration, for next to the home the school carries the greatest responsibility in the shaping of children's habits and characters.

The conclusions deduced from the study of the ten thousand children under observation in juvenile court, as well as statements made by prison inmates concerning their early life, point the need for certain improvements in the present system of education which, when made, will go far toward preventing the existence of wayward children and also toward leading those who are wayward to the straight path.

Natural Activities.—One cause which has contributed to juvenile delinquency is the repression of children's natural activities and desires which school requirements demand. Children six years old are too young to suffer the confinement of school. At least two years could be saved were school work so arranged as to conform to the natural interests of children. Freedom to move about, to run, to have fresh air, to be a child, to develop individual initiative are what every child should have during the first eight or ten years of life. Education that interferes with these primary necessities of child life is injurious. For one thing, it gives the child a dislike for school which often is never overcome.

The most elementary improvement would involve the better adaptation of courses of study to the age and natural interests of children. This would increase the attractiveness of schools and would hold the children in school for a longer time.

Incalculable is the suffering inflicted on children by our schools. Seats of improper height impeding circulation, poor ventilation, rules against moving and speaking—all these are real causes of restiveness and disturbance among children. It is well known by those who have studied the physical life of the child that it is impossible for him to keep still. This being so, activity is a proved necessity of his life. In requiring an "order" which in the grown-up's interpretation means inactivity, we are requiring an impossibility. There are some teachers who now recognize this and who arrange their work accordingly.

In the Worcester Normal School there is a principal with a quiet, gentle voice who yet has genuine enthusiasm for her work. For thirty-five years she has devoted her life to teaching children and training teachers. "I am so glad," she says, "as I had to earn my living, that I could do it in a way I love so well."

One Teacher's Method.—I shall not soon forget the sight of this teacher at her work. The children were standing in a circle about her.

She had no text-book of any kind but, using the blackboard, she led the boys and girls of the third grade through their number work while a student teacher looked on. So eager and interested were the children that their whole bodies were in motion as they raised their hands to show their readiness to reply. Their ability to add, subtract and divide rapidly was remarkable.

After their lesson the class was taken into the long hall of the large school building. "Now run the length of the hall and back, and see who can run the most quietly," the teacher said. Off they started, happy and gay, making almost no noise. They came back to the schoolroom with every muscle alive, with minds fresh and active for the next lesson. The lesson in reading was given from a book they had never seen, the phonetic method being used. Each one was asked to read a paragraph, taking a minute to look it over before reading aloud. The expression and accuracy with which these children read —not one of them was over ten years old—could not be excelled by students in schools of elocution.

After the reading lesson was over the children were let out for a short recess on their playground, where swings, sand-boxes and the like were provided for them. The children had been so inspired with thoughtfulness for others that no one used a swing or a sand-box long,

but passed on to something else so as to give others an opportunity.

At this school in Worcester initiative and government are left to the children. The teacher is there to teach, not to discipline. So strongly has she made this evident to the children that perfect order exists in the schoolroom without apparent effort on her part. The need for activity on the part of the children and their inability to keep their minds long on one subject have been recognized and the school in consequence is a delight to all the children and a wonder to their parents. The teacher says: "From thirty-five years of teaching combined with deepest love for the children and study of them I have evolved the system I use." More valuable than reading and arithmetic are the lessons in self-control, self-government and consideration for others which these children are learning and using daily.

Why Children Leave School.—The fact that nine-tenths of our children leave school in the elementary grades is a matter for serious thought, as well as investigation of the changes that may be required to hold the children longer. The exclusion of manual work in the household and mechanical arts from the curricula of the school system is a serious handicap in dealing with the many children who can only be interested in study by seeing its application to prac-

tical living. Boys whom it was impossible to interest in school work and who made no progress in it have been known to leave school, only to learn after a year or two of work that they can not advance far in any business without education. Voluntarily have these boys returned to school, seeing now the application to life of their school work.

The abstract nature of school work, its apparently infinite distance from any present interest of the child, has been one of the weak places in our educational system. It should not be necessary for children to be wayward or delinquent in order to be given the advantages of the manual work which has been found so beneficial in special schools. If work with the hands will cure delinquency why should it not be made a part of the regular school program and so help to prevent it?

Trade Schools.—There is a wide demand for the establishment of trade schools, vocational and agricultural schools and for the introduction of manual training into every graded school. The provision of opportunity for such training, to serve the needs of those not interested in academic education, will have a great influence in the prevention of crime among children and adults. Something less than a third of the inmates of penitentiaries ever learned a trade. The child who is trained to do something well has

a strong safeguard against poverty, and poverty is one of the contributing factors causing crime. The universal introduction of this form of education into our public school system would accomplish two things. In the first place, children would then like school and so truancy would decrease. In the second place, children year by year would be so trained that on leaving school their services would be valuable, and they could command a higher wage than if they had pursued a purely academic course of study. In this efficient age if the schools are to hold the children they must afford opportunity for learning subjects of direct bread-winning value.

The Teacher and Wayward Children.—The problem of the child who does not keep step in the great educational system devised for all children has met with consideration and treatment of various kinds from those who control the schools. Almost absolute authority is vested in the teachers. Discipline may include corporal punishment, suspension, expulsion, arrest and charges in court against the child. The thoroughly efficient teacher maintains discipline without resorting to such measures. The large proportion of teachers, however, are inexperienced and new to their work and it is reasonable to suppose that among these there may be errors of judgment on the teacher's side. In such instances it should be possible for the child

to make his side of the case known. The very children whom one teacher declares completely unmanageable another teacher with a superior knowledge of child nature will find no difficulty whatever in their management. In normal schools in the training of teachers there is great need for emphasis on the importance of a sympathetic attitude toward the children. The young pupil teacher should be made to realize the need for great patience and sympathy with children, besides learning methods of teaching and of maintaining order.

Public School-Teachers.—A very valuable study of the personnel and qualifications of the public school-teachers of the United States has been made by Doctor Lotus D. Coffman, Professor of Education in the University of Illinois. This study brings out facts which are significant in considering with whom the educational work of the country rests and how it may affect the children. Doctor Coffman says: "One-third of the men who are teaching are under twenty-four years of age; half of the women teachers are under twenty-four; fifty per cent. of the teaching population have had four or less years' experience; twenty-five per cent. have had only one year's experience. At least half the teachers of this country are little more than girls and boys. Information of reliable character leads me to conclude that in most cases the professional motive,

a desire to consecrate their lives to service through teaching, comes when some great personality has touched their lives and left its indelible impress upon them. The situation is rendered more complex when we consider the character and amount of training the novices have received. Three-fifths of the men and two-fifths of the women in rural schools have had less than a high-school education; one-half of the men and one-third of the women in towns, one-fifth of the men and one-sixth of the women in cities, have had less than a high-school education. The extreme instability of the teaching population is shown in the failure of recruits to remain in teaching. Nearly one-quarter of the entire teaching force leaves it annually. More than three-fourths of all American teachers are the sons and daughters of small farmers and small tradesmen, the annual income of whose parents average less than eight hundred dollars."

The fact that at least half of the teachers of this country are little more than boys and girls themselves has a very significant bearing on their methods of dealing with children. It is an attribute of youth to have little patience. The faults which an older person would overlook or quietly correct receive much harsher treatment from a youth. There has been nothing in the preparation of most teachers to force home in their minds what it means to a child to be

branded as wayward or unmanageable. Life has not yet taught these young teachers self-control and patience. If teachers really once understood the importance of sympathy and patience with children many would adopt a new attitude toward their work. False ideas of economy have made us give too many children to a single teacher. It is impossible to get at the heart of a pupil and establish with him the personal relationship so essential for real education when a teacher must be responsible for from forty to sixty children.

A teacher to do good work must possess poise and self-control and must be fresh in mind and body. This is not possible when too much work is required. A tired, overworked teacher affects the entire atmosphere of the school. Unjust punishments and harsh words are the natural result, and this has a most unfavorable effect on the children.

A young teacher who was discouraged with the care of two very troublesome boys went to the principal of her school and said: "I want you to take those two boys out of my class. I can't do anything with them. They are dirty, ragged and utterly bad." The principal, a woman of long experience both as teacher and mother, replied: "Certainly I will take the boys out of your class. If you feel as you say, of course you can't do well for them, but there is a great

deal of good under those rags." The young teacher's heart was touched by the older woman's words, and she answered: "Let me try a little longer." Back she went to discover the good in those boys. That she found it was shown two weeks later when she said to the principal: "You were right. 'There is a great deal of good under those rags.' I want to keep them." Would that there might be a principal like that one in every school to help the younger teachers to discover the good! It is always there, though it may be well concealed.

Married Women as Teachers.—There has been opposition to the employment of married women as teachers. The fact that one-fourth of our entire teaching force, however, leaves the work each year is a strong reason for enlisting a more permanent element. This could probably be done were the salaries of teachers commensurate with the importance of the work committed to them. There is an art in teaching which does not come without experience and without a real love for teaching and for children. Those who regard the profession merely as a means of livelihood, disliking the work and leaving it as soon as possible, should choose some other profession where the formation of human character is not involved. Married women whose home cares permit it should be encouraged to enlist in the ranks of teachers. Their broader and longer

experience of life would have a helpful influence on young teachers just entering the work. The instance already cited where a mother-teacher helped a younger woman to be more patient and sympathetic shows clearly the value of a combination of married women with young teachers.

Both Men and Women.—One of the most needed changes in the educational system is that of allowing the planning, direction and management of the system to rest equally on both women and men. No question concerning children can wisely be met unless the point of view of both mother and father is brought to bear on it. Educational boards are usually made up of men whose lives are so crowded with business interests that they can give little study or time to the vital work entrusted to them. President G. Stanley Hall deplores the fact that women teachers exceed men in numbers, but in estimating their usefulness it should be remembered that most of them are but cogs in a great machine built by business men who are neither teachers nor specialists in child nurture, and who as fathers leave to their wives most of the questions relating to the training and education of their own children. Little freedom for individuality and initiative is given to the teachers. With few exceptions women have had no opportunity for having any voice or responsibility in the making of the system under which the chil-

dren of the United States are being educated. They have had no opportunity to put into this system the life-giving principles and methods which their greater experience with children has taught them. Conditions would not be improved, however, were our educational system put entirely under the control of women. Men and women both must think and plan and work together on equal ground to bring the schools into such an adjustment with child life as will make each child love his work and be stimulated and inspired to develop individuality and initiative.

Responsibility of the School.—The responsibility of the school has increased greatly since the days when its only function was to teach the three R's. With the development of the greatest educational system in the world greatly in-increased responsibilities have devolved on the schools. Practically all children under fourteen are now under their jurisdiction and guidance. More and more, as the children are better understood, it is realized that education relates to the whole child. Health and hygiene have already been incorporated as an important responsibility of the school in the most advanced educational centers. How the child may preserve and develop a healthy body is recognized as a matter of education and is receiving greater attention as its importance is more fully proved.

It is no longer thought necessary that the misdemeanors and faults of children should necessarily be regarded as evidence of incorrigibility and delinquency. No one can be associated with large groups of children without learning that they require three kinds of education, that which will develop the body, that which will develop the mind and that which will develop the spirit as the guiding power of body and mind. Every phase of child development belongs in the sphere of education, and the full significance of this truth we can not learn too soon.

There can be no question but that the educational system is better able to meet the needs of children than the correctional or penal systems. The latter are not organized on an educational basis nor with regard to pedagogy or psychology.

When the juvenile court system was adopted a distinctly new view of children's offenses had spread abroad. Many adjustments have been made to meet this new view of wayward children. Many more will be made. One of the most necessary is the transference of the care of wayward children to the educational system.

Educators may well say: "We are able to guide and discipline all the children. We will equip ourselves to do it. We will not be daunted by those who are problems and difficult because

we know that they are children requiring education to overcome their waywardness. We are better equipped to meet their needs than any other agency because we know them, because they are with us, and we have had the opportunity to observe and study them, because the study of child development is our work." To bring children into courts for offenses which can be dealt with by the school should become less and less frequent, just in so far as the child's welfare is considered first rather than the offense of which he has been guilty.

CHAPTER IX

TRUANCY

TRUANCY is a matter of far greater importance to the community than has ever been realized. The truant is a child whose care needs careful study and the wisest treatment to guide him safely over a critical period in his life. It is impossible to deal with this subject in a wholesale manner, for each case is an individual problem and requires individual treatment. Thousands of children who are truants are brought into juvenile courts each year. Observation and study will bring to light some general reasons, however, why many of them have become truants.

Mothers Working Outside.—One of the causes making many truants is the necessity in some homes for both the father and mother to be the breadwinners of the family. Children whose parents both leave home before seven o'clock in the morning have no one to send them to school, and no one to direct them during the day. They are too young to be depended on to do what they should. The result is very natural,

for most children left to themselves prefer play to school. It seems unjust to arrest and fine or imprison parents because their children fail to go to school, when these parents are already heavily handicapped by the necessity of working outside to support their children. Cases of this kind are so large in number that it would seem more practical and sensible to provide a regular visitor who would call each day at the proper time and take the children to school. This would be the best kind of work for a truant officer.

Schools Do Not Interest Children.—Another cause of truancy rests with the school. The truant is often a perfectly normal child who loves freedom and outdoor life better than long hours in a close room where lessons are taught which, so far as he can see, are not related to his own age and its natural interests. In studying the causes of truancy one must look at both sides of the question. There may be good reasons why an active child does not find the school to his liking. The fault may lie not in the child, but in the natural conditions of normal childhood. The methods in use in schools are not always adapted to children, but are employed without sufficient consideration of that vital need in education.

If the school system is to be efficient it must be animated by sympathy with and understanding of child nature. Lessons must be adapted

to the age and interests of the child. A too liberal use of force and the police system has driven from school many children who could have been won to love it were the school all it should be.

Poverty and Truancy.—Another cause of truancy is poverty and the consequent lack of suitable clothing for the children. Pride often prevents parents and children from stating this reason. Among city children this will always be found to be a very common cause of truancy. It is true that in a small proportion of cases truancy is caused by the indifference of ignorant parents about sending their children to school. For such parents a fine may be justified. For all others there should be a better way of meeting the condition. Most parents are eager to give their children educational advantages, even at great personal sacrifice.

The time must come, too, when schools will be so equipped to meet the natural interests of children that they will look forward to going to school. When that time comes wayward children will decrease in number and truancy will become so infrequent that compulsory education laws will be unnecessary. When our school system becomes truly efficient it will be regarded as the normal duty of the school to deal with wayward children patiently and with loving interest until their faults are overcome. Waywardness is the signal of danger to a human life

and to society, and punishment will not eliminate it. Causes must be learned, the cooperation of parents enlisted, the child's own interest aroused—and the wisdom of all must be centered on changing the child's view-point, which caused his wrong acts. All this can be done without publicity and without calling in the services of the police or the courts. It is a matter of right education and school authorities should be better able to decide than any other agency how best to straighten out the faults.

Truant Officers.—An expensive system of truant officers has been added to our educational equipment. To these truant officers are entrusted the duties of rounding up the children, of forcing them to go to school, of seeing that their parents are fined or imprisoned if they do not, and in some places of establishing truant schools for the children who do not fit into the regular system. It seems time to inquire wherein the schools are at fault when it is necessary to establish such an expensive system for forcing children to go to them. The best development of a child can never be secured through force. Child nature evidently rebels at the system, and for this there must be some good reason which should be considered and remedied. A friendly sympathetic influence over each child which will stimulate in him the desire to go to school must

take the place of the present system of punishment for not going.

Dealing with Truants.—An experience of several years with the most troublesome children in a number of public schools has brought to light some ways of dealing with them. Children who play truant can be made to become lovers of school by the faithful, friendly help of visitors who can inspire them and give them a desire to do right. Or these children can often be helped simply by transference to another school where the teacher understands how to get at the cause of their trouble. There are teachers who can take any child, however troublesome or wayward, and bring out in him all that is good to the exclusion of the faults which other teachers have found unendurable.

An active boy of twelve, for many days a truant, was brought into juvenile court by a truant officer with the plea that he be sent to a reform school. Instead he was given another chance with a different teacher in a different school. "Why is it, John, that you stay away from school?" his new teacher asked. The boy answered: "Oh, after I stay in school a little while I can't breathe—I must get out in the fresh air." So the cause was just the boy's natural activity, which made him rebel against the close atmosphere of the school with its uncomfortable seats

and its rules requiring quiet. The new teacher saw the way to win the boy. She said to him: "John, if you will come to me when you feel that you must go out, I will let you run around the square, and then you can come back." Common sense and insight into the needs of an unusually active boy on the part of that teacher saved the boy from the reform school. There are hundreds of children less fortunate who never have a teacher able to see into a child's heart, and so able to deal wisely with him.

Faults Every Teacher Meets.—Truancy, theft and untruthfulness are faults every teacher must meet, and if she is efficient she should be able to deal with them and correct them without resorting to outside sources of help such as truant schools or courts. The school acknowledges its own weakness when it is unable to treat faults like these, which are to be expected, and should be treated judiciously and sympathetically. To have a school child arrested and dragged into court, to have him branded with the stigma of arrest and prosecution, should never be a part of the procedure of any school. Whatever the misdemeanors of children may be it must be remembered that after all they are children. The duty of the teacher is to produce form out of chaos. There will be rough places on the road, and they are unavoidable. Laying the foundations of character can not be separated from the formal

lessons out of books while the pupil is traversing the formative years of life. Hand in hand the two go; and in selecting teachers their ability to build character strong and true should be looked into as well as their mental acquirements. There are no hopeless children for the teacher possessing such a combination of qualifications, and there are many such teachers doing noble work. Branding a child as a truant and committing him to a truant school have often been a child's first approaches to a criminal career. Fully half the children in juvenile courts are truants.

Helpers Needed.—The schools to-day need a corps of consecrated specialists in child nurture to whom may be given the names of all children who seem troublesome and in need of help, and who in this way may be given friendly help and guidance quietly and without publicity. It is the first step that counts. In our schools to-day are the boys and girls who in a few years may be standing in criminal courts or serving out prison sentences. It is when they make the first wrong step that they can be helped, and it is at this point that no adequate help is provided for them. Teachers, with their heavy work, do not have the opportunity to give to them as much personal attention as some of these children need, yet they know and see as can no one else the tendencies that result so surely in crime.

Preventing Crime.—The juvenile court and the Probation Association in one city have given special attention to this comprehensive and important method of preventing crime. The principals of schools and the Compulsory Education Department are asked to give the names of children needing better moral guidance. Even the child does not know why the friendly woman comes to see him, but she is one whose personality wins respect and regard, and once she has established friendly relations with the child the opportunity for inspiration and help is made possible. There are many societies for the help of poor children; there are unfortunately few as yet for the more important office of helping children who stand at the parting of the ways, where wise direction may change their entire course of life.

To those interested in the decrease of crime the school offers an inexhaustible field for service in preventive work. When it assumes fully its rightful sphere in child life, when it recognizes that misdemeanors of children are not crimes, as they might be if committed by an adult, when it assumes the responsibility for such treatment as will eliminate the desire to commit misdemeanors, then will our educational system be an efficient, vital factor in the prevention of crime.

The care and training of children is an educa-

tional problem. It is one that can be handled better through wise educational methods than by any courts. When children are placed in the hands of the schools for certain years of their life it is the duty of the schools to meet every problem of child life, and not to turn the difficult ones over to other agencies less fitted to meet them in a way that will help the children.

Young Teachers.—The youngest and most inexperienced teachers would certainly give their help generously to wayward children if they realized the great influence their personalities might exert on the after-life of each child. It is to these teachers that more than one-fourth of the school children must look for guidance in school life. Many of these children are hard to deal with and try sorely a teacher's patience. Many of them come from homes where parents have been neglectful, and then the task is doubly hard for the teacher. I do not believe, however, there is a single teacher who would not bend every effort to overcome the faults in children if he or she once grasped the far-reaching effect such effort would have on the future lives of those children. Every teacher will have children who are disorderly and who seek to make trouble in the school. Good results would follow if the teacher, instead of keeping such children in after school and scolding them, should invite them to go to a baseball game or for a

walk with her to collect specimens for the school. If the teacher thus met these children more than half-way in the spirit of comradeship it would be easy to tell them of the work expected of the teacher and the school, and it would be easy to learn more of the motives and ideals animating the lives of these children.

A Personal Relation.—Once such a friendly personal relation as this is established it would be very natural to ask the help of these children in the school, and to give them responsibilities which show confidence in them and which would put them in the way of helping to maintain the standards of the school. Such a method of dealing with children would be more effective than sending notes of complaint to parents or sending the children on to the teacher of the next grade with the message that James or Lucy has been a very troublesome child. Try it, teachers, with troublesome children. Get at the heart of the child. Find out why he is a trial to himself and to others. No problem in mathematics you may ever solve will equal in value the problems you may solve in learning to understand and help the children who are problems to you. Do not give up the solution or pass it on to others. It is *your* chance to render a service of inestimable value to some child and to the world. You will meet children who will take your pencils, tablets or it may be your pocketbook. Do

not think that you must pass the correction of such children on to others. Remember that children's characters are not yet formed, that they are weak and ignorant of the gravity of their offenses. Help them to see their faults and to correct them.

The Child Who Steals.—Every teacher must sooner or later face the problem of the child who steals. Do not expel him from the school; do not publicly reprimand him. Do not have him arrested and sent to court, but take the child and talk quietly with him. Find opportunities of talking to the school about respecting the rights and the property of others. A child is not necessarily abnormal or beyond hope because he steals, and you should think what a great service you will render him if you give him a different ideal of life without bringing him into disgrace. Of course, the aid of parents should be enlisted in helping such wayward children—not by way of asking that they be punished, however, but in order to secure the cooperation of both parent and teacher in the great task of character building.

The Child Who Lies.—You will encounter children who deceive and are untruthful. You must expect this, but you should not help to make them lie by asking questions which encourage untruthfulness. Do not make children fear you—there is a difference between fear and

respect. You can make children see that, while you desire quiet and order, it is a more serious offense to tell a falsehood than it is to whisper. Children do not have the perception of relative values that you have. It is in your place to make them understand the standards you expect the school to maintain. You should interest the children with the idea of making them work with you instead of for you.

Irregular Attendance.—You will have children who are irregular in their attendance. If you can deal with them without outside help it will be advantageous both to the children and the school. Try to make all the children understand what the school should mean to them, and that standards can not be kept up without their regular presence. Make children feel it is *their* school and that their responsibility is as great as yours in keeping it right. You should, of course, learn why a child stays away from school and often you will find it necessary to devise some means for preventing non-attendance. Remember only that to save the child who is going astray is worth all the thought and effort you can give. When you recollect that half of the children requiring the attention of juvenile courts are truants you will realize that the experience is a critical one in the lives of these children. Next to the child's own parents you can exert more influence on his life than any

one else. This matter takes patience and individual study, because in each case the reason for truancy may be different. What greater reward can any teacher have than to know that she has helped a child to overcome a fault which would lead him into serious trouble later and perhaps has saved him from a life of crime? You are in your first year of teaching and you have seen nothing of the lives spent in reformatories and prisons largely because of lack of proper care in youth. Through your patient interest, however, in the least attractive and most irritating children you should know that you may save a human life from ruin. Where home conditions are worst for a child, there is the greatest need for your help.

Parents' Cooperation.—Invite all the parents of your children to come to the school. Organize a parent-teacher association under the advice of the Home Education Division of the United States Bureau of Education or the National Congress of Mothers and Parent-Teacher Associations in Washington, D. C. Such an association will be of incalculable value to you in enlisting the cooperation of parents in your work for their children. It gives parents the best and readiest opportunities of learning about methods that have proved valuable in bringing up children. Your acquaintance with the children's parents, too, will give you side-lights on the

children's characters which will help in understanding them.

Your profession brings you into contact with life in its formative period. Try to find the good in each child and try to stimulate it. Seek to inculcate high ideals. Only He who sees the secrets of all hearts may know what you accomplish. Such lessons in character building will live long after more formal ones are forgot.

The Bureau of Education.—The United States Bureau of Education for many years confined its work principally to questions relating to the schools, but recently the wider field covered by education has been recognized and several divisions have been created in the Bureau which open limitless fields of service. The work of the Bureau may properly cover every phase of education. Questions concerning every phase of education and child life, from a child's birth on and through his graduation from college as a young man, as well as questions concerning the education of parents in child nurture, may properly be investigated through this national educational bureau.

The establishment of the Home Education Division of the Bureau of Education marks an important advance in the opportunities given to parents to further their own education. This Division will recommend to them interesting and valuable reading matter in regard to the

care and home education of their children with reference to physical welfare, in the matter of health, sleep, food and the like. The Division will also furnish advice as to games and plays for children and as to their early mental development and the formation of moral habits. The Division also endeavors to interest boys and girls who have left school and who are still at home in furthering their education by well planned courses of home reading and study.

Bulletins and literature practical in character will be issued and will be available for every home. Doctor Claxton says: "Rightly used, the home is the most important factor in the education of children. Through its Home Education Division the Bureau of Education is trying to help the home to do its best work." In accomplishing this end the cooperation of teachers everywhere is invited to bring parents together to discuss their common problems. Appreciation of Doctor Claxton's action in establishing a method for home education has been voiced in thousands of letters from homesteads in the wilderness, homes on the prairies and homes in the most thickly populated districts of the country. Thus is being filled a need that has evidently been felt everywhere.

First and foremost in saving erring wayward children should be their parents. It is therefore a matter of great importance to have parents

as well organized as teachers, and to bring the parents of the nation into intelligent, sympathetic, purposeful cooperation with the teachers. Both are educators of the children. Neither can do their best work except through united effort.

Homes as well as schools belong to the educational system. They have received the recognition of the United States Bureau of Education as an integral part of the educational system. This action should go far toward raising the standards of homes and toward insuring more efficient guidance and direction of children.

CHAPTER X

THE SALOON'S PART IN THE DOWNFALL OF YOUTH

THE study of the causes which lead to a large proportion of the crimes of youth takes one to liquor and the saloon. It is a fact so generally admitted that discussion of it is unnecessary. The testimony of those who are enduring imprisonment throughout the nation is in accord with the views of all business men and with the educational and religious sections of the entire country. Even the liquor dealers themselves in their official organ recently admitted that the sentiment of the nation is opposed to the manufacture and sale of liquor, and it was further said that: "When the moral and religious forces of the country unite on a definite plan for its abolition, the end is here."

The Saloon.—One of the first steps to be taken for the wholesale diminution of crime must be the wiping out of the saloon. It should not be permitted to continue its ravages under official sanction. Great advances have been made in this direction, but the whole traffic in liquor should be abolished. Not a single saloon

should enjoy official sanction to injure the community. To carry concealed weapons is a crime —how much greater are the possibilities for harm lurking in the universal, ever-present saloon! Respect for law is lost when people find their government sanctioning things which are harmful, and there can be no honest difference of opinion concerning the expense and injury which liquor causes.

Schools have done much to educate youth concerning alcohol and the result of this education has been shown in the enactment of prohibition laws in many states. The young men are demanding the abolition of liquor. In Tennessee prohibition laws were sustained over Governor Patterson's veto. Since that time Governor Patterson has renounced in the strongest terms his views as to "personal liberty" when applied to liquor, and he now urges the government to prevent its manufacture and sale.

The refusal of large business houses to employ men who drink has been another blow to the evil. For the protection of childhood and the salvation of youth liquor must cease to have the sanction of law in undermining homes and destroying and blighting human lives.

Three hundred thousand earnest women have worked for forty years to remove this menace to youth. As mothers and home makers they have fought for the protection of the home. Mothers

and home makers suffer equally with those who are slaves to the habit. There is no sorrow greater than that suffered by a wife and mother who sees the father of her children a drunkard and a criminal as the result of liquor. There is no sorrow greater than that of the mothers of men and women who are in prison as a result of their use of liquor. No financial gain on the part of liquor dealers and manufacturers can balance the loss, the sorrow and misery, the crime that the world suffers as a consequence of the use of liquor.

National Regulation.—Congress has now under consideration a measure which, if adopted, will strike at the root of the evil. A bill has been introduced in the Senate by Senator Works of California, and referred to the Judiciary Committee, proposing an amendment to the constitution prohibiting the sale, manufacture and importation of distilled liquors containing alcohol after a period of three years next succeeding the ratification of this article by the legislatures of three-fourths of the states. Mr. E. E. Covert, employed to collect data on this subject, says: "Notwithstanding the great increase in prohibition and dry territory, the increase in consumption of spirituous liquors has increased at a tremendous rate." Mr. Covert in his report continues: "The conclusion is irresistible that prohibition in the states does not prohibit, that the

states and local government are impotent to enforce the law, and that if the United States is to be saved from alcoholism the remedy must be applied at the root of the evil, and that is to abolish the distilleries and the importation of spirituous liquors. Congress has not the power under the present constitution of the United States to stop its manufacture, so it will take such an amendment as above proposed to accomplish the end desired." Whether or not this bill as introduced shall be passed must depend on the support it may receive from the distinterested men and women of the United States. The liquor interests will, of course, expend money and effort freely to prevent its passage. The mere fact that the bill has been placed before Congress gives hope that before many years have gone by the abolition of the manufacture and sale of distilled liquors will be an accomplished fact. The anomaly of a government which licenses the sale of a product causing an increase in crime, while at the same time providing for the severe punishment of every crime committed under its influence, will then have disappeared.

Governmental Expense.—The income derived by the government from this death-dealing industry is more than covered by the expense of the prosecution and imprisonment of those who succumb to its influence and so become law-

breakers and criminals. If governments are formed for the protection of their citizens they can not command respect and at the same time accept revenue which comes at the cost of the physical and moral degradation of these same citizens.

Saloons with official licenses meet the eyes of youth everywhere. In the smallest towns the proportion of them to the population is often greater than in the largest cities. No home can protect children from this danger, for it is ever present. Every saloon is given official sanction to undermine homes, wreck families and ruin the lives of untold thousands. The city, the state and the nation owe protection to youth. Instead of sanction being given to the sale of liquor in saloons the whole traffic should be abolished. It is the foe of those who specially need protection. Those who have no home life, who are away from home influences or who live in congested districts are often led through their social instincts to the only bright, warm place where a welcome is always given. Boys emulate the example of the men with whom they come in contact. They drink because others do it. The craving for drink does not come until the habit has been formed, and often before drink has become a habit—the first time a boy has taken too much—he commits some offense which mars his whole future.

The Saloon or the School.—"I had no trade and saloons and dives were my only places of recreation," says one young man now in prison as a result of his use of liquor. This is a condition which should not exist anywhere while there are schoolhouses which are closed and dark every evening and which best offer themselves as places of recreation. They are dedicated to youth. They should serve the needs of youth in as many ways as possible. Every village and town has its schoolhouse, and every schoolhouse should have an assembly room in addition to its room provided with desks. Schools which have no assembly room should be fitted with movable desks. Libraries can be obtained for schools with little effort and games can be provided. A cheerful room, pleasant companions, warmth, light and a welcome would make this meeting place a powerful competitor of the saloon. The expense should not be considered, but the end it will serve. Such a plan involves the employment of at least one man or woman to be present every evening, to care for and direct the activities of the young people who come. This duty should not be added to the teacher's burden. The National Congress of Mothers and Parent-Teacher Associations can give information and help in regard to this valuable use for school buildings. This associa-

tion can be reached in Washington, D. C., in Room 910 of the Loan and Trust Building.

Y. M. C. A. and Y. W. C. A.—Through cooperative effort Y. M. C. A. and Y. W. C. A. buildings as well as church buildings can be made into such attractive meeting places as to drive the saloon out of business. A definite count of all the saloons in a district can be made and through the cooperation of the schools, churches and other agencies for public welfare the power of the saloons in that district can be made of no account by the substitution of something better.

A man who is interested in learning why men are in prison, he himself being a prisoner, says: "Statistics of this prison show that eighty per cent. of the men confined here owe their downfall to the American saloon or, in other words, to whisky." "Closing the saloons would stop nine-tenths of the crime now committed," is the opinion of another, who adds: "Liquor is the entire cause of my being in prison." An American man who has spent years in prison and who attributes his downfall to liquor, says: "The government ought to be held responsible for all crime committed under the influence of drink while it licenses the saloons." Another prison inmate who in his youth was deprived of right influences but who in the quiet hours of a long imprisonment has had much time for thought,

writes: "If schools would instruct children about the curse of drink I believe there would be less crime among coming generations. God grant there may be. It's hell."

It is a serious question whether one group of citizens has a right to manufacture and sell any product which is as prejudicial to youth, to homes and to society as liquor has proved to be. "Lead us not into temptation," is a part of the Lord's Prayer. It is a prayer that lawmakers must consider if they would prevent the misery that has broken up countless homes and turned thousands of children adrift. They owe it to youth to remove as speedily as possible the source of such a large proportion of crime.

EFFECTS OF LIQUOR—WRITTEN BY PRISON INMATES.

American, forty-one: "My drunken father died when I was nine. My mother died when I was eleven. I was in a Catholic school when ten years of age. I reached the high school before leaving school. If it were not for liquor and cigarettes there would be less crime committed in this wide world of ours."

American, thirty-four: "I had a good home and a fair education. I began early to use liquor and go with bad company. I was arrested at twenty and sent to prison for eighteen months. I have served four terms. I was arrested first

for a trifling offense. Afterward it was hard to get along."

American, thirty: "I lived with my grandmother, who was a good Christian woman and was more than a mother to me from infancy. I attended school regularly. Liquor has been the cause of my trouble. I have served thirteen months in the Windsor Reform School and am now in prison."

Canadian, thirty-six: "Liquor has been the cause of all my trouble. I was arrested for burglary at sixteen, and was sent to the Elmira Reformatory. The influence was detrimental to me. I don't believe in sending young boys to reformatories, as there is where they learn to become crooks. I learned my crooked work in the Elmira Reformatory under Z. R. B. There would be fewer crooks if the courts would parole first offenders instead of sending them to prison."

American, thirty-one: "Liquor has been my trouble. I think if some of the judges would use more discretion and let more of the mere children go instead of sending them to so-called reform schools you would soon find that the state prisons would not be overcrowded with so-called reformed boys and girls."

American, forty: "I preferred work to going to school and so attended irregularly. Lack of schooling and not being able to take positions

and liquor caused my trouble. I was arrested for stealing at seventeen and sent to prison for a year. I have served thirteen terms in prison. I did ten years where there was no light in my cell, and no books."

American, forty-three: "I committed burglary at sixteen while drunk. Liquor and bad companions were the causes of my ruin. Most of the inmates of the Elmira Reformatory you will meet in the state prison. Two out of three are recruits from this place, and the worst kind. This is nothing but the truth."

American, thirty: "Liquor was my downfall, and as long as it is sold it will be the downfall of many more. Reformatories are no places for boys or men. They taught me what I did not already know of crime."

American, twenty-seven: "I had a drinking father. Evil companions and drink caused my arrest for burglary at sixteen. I was sent to a reformatory, where the influence was not good. Sending a youth or man to a reformatory or prison is nothing more or less than sending him to a school of crime. There should be more use of the suspended sentence and parole."

American, twenty-four: "I was a child of drinking parents. If I had had temperate parents, especially my mother, I never would be in prison. Drink has been my greatest trouble."

American, forty-five: "Liquor is the cause of my trouble. It got the best of me. I was sent to prison for five years at twenty-eight. I tried my hardest to live within the law when I was released, but I had no friends and no money and the world gave me a cold shoulder. A kind word and some one to help me to a position, or to give me sufficient to keep me until I secured one, would have helped me to lead an honest life. If a criminal has a right to suggest what would help those in prison, I should say it would be a moral instructor who would call on the prisoners once in a while, and who would use his influence wherever possible in getting a discharged man a job. Otherwise he is a lost man, since not one man out of every fifty will employ an ex-convict unless some one speaks for him as to his behavior while in prison and the desire he shows of wanting to lead an honest life."

American, thirty-two: "I wish to say that during my life among criminals I have never met a single man who has fallen except through the use of intoxicating liquors. There are probably other causes but I have never met with them and I have met some thousands."

American, thirty-four: "My mother worked out. Everything was scarce at home and we were hungry. I spent time in gambling dives and saloons. I was arrested at nine for fighting.

I wanted to be a bully like my father. If my father had been a man I could tell a different story."

American, twenty-three: "My father died when I was two. Home was not pleasant. I had a roaming disposition. I attended school four years. I spent my evenings gambling. Liquor was the cause of my downfall. Children should obey their parents. I would not be spending my life in prison if I had obeyed my mother."

American, fifty-seven: "My whole trouble was due to liquor. Nine times out of ten crime is committed through the use of liquor. The government ought to be held responsible for all crime committed under the influence of drink."

American, thirty-six: "I had drinking parents. I stole an overcoat because I needed liquor."

American, forty-five: "My father was a drunkard. My parents seldom lived together. My father supported saloons and my mother was a washwoman. I was an orphan at twelve. The government sanction of rum in saloons broke up our home."

Scotchman, thirty-four: "Evil companions and drink caused my arrest for larceny at sixteen. I should never have known as much about crime and the way to work it without being caught if I had never been sentenced to a re-

formatory. It was there I learned all the finer points of a criminal."

American, thirty: "My mother drank and she died when I was fourteen. I was three times in a protectory in childhood and once in a house of refuge. I was arrested at eight for petty larceny. I always got the strap and no kind words. Kind words would have made a man of me. Bad company and drink are the two things that bring many men to prison."

Irishman, sixty: "I had drunkards for parents. I had almost no schooling and spent my childhood in an almshouse. I have used liquor the last fifty years. I never would have seen the inside of a prison if I could have let drink alone. It has been the cause of all my misfortune. I wish there was not a saloon in the country. If I had been properly trained by my parents I might have been different."

American, twenty-seven: "I lost my father when a year old. Liquor, cigarettes and sporting women were the causes of my trouble. Kindness and sympathy would have helped me. They are the resurrection of mankind from sin. Show a man kindness and sympathy after trouble and he can not do enough for you according to my experience."

American, twenty-five: "I attended school regularly. Drink and fast women caused me to

go crazy temporarily. The result was homicide and a sentence to twenty years in prison. My experience proves that drink can do more mischief than any other thing under the sun. I don't wonder at the prisons being filled when religion is being cut out of the schools. Parents neglect to send their children to Sunday-school."

American, twenty: "My mother died when I was fourteen. Home was pleasant until then. After my mother died I got wild and went to drinking. That and bad company led me to burglary at fifteen. I was sent to a reformatory for five years. The influence was not good. If I had not been sent away for my first offense it would have helped me. People seem to think if a young fellow does wrong he should be sent to a reform school. It is a mistake. They are schools of crime. Don't send a lad there unless you want him to go to prison afterward."

American, twenty-seven: "I committed murder at twenty-three while under the influence of liquor. It was the whole cause of the trouble. My sentence is life imprisonment."

American, twenty-three: "I am in prison for twenty-five years. I owe my downfall to whisky, houses of ill repute and gambling."

American, twenty-eight: "I was adopted in infancy. I committed burglary at twenty-three when under the influence of liquor. I had previously spent two years in a reform school where

the influence was bad. I was sent out on parole and had to work for my board, being allowed no freedom or money for clothes or amusements of any kind."

American, thirty: "Liquor was the cause of all my trouble. I was arrested at fourteen for receiving stolen money. I was kept in prison three months awaiting trial and was then discharged. This first time did it all. People hold it against you for being in prison. It is hard to live it down. If some man who knew my past would have given me a job it would have given me a chance."

American, twenty-five: "I began work at nine years of age. I used cigarettes and liquor. I was guilty of larceny at twenty-two years because of drink and having no work. I was sent to prison for three years. Kindness and sympathy would have helped me to live an honest life."

American, twenty-two: "I was sent to a county jail at twenty for six months. Liquor was the whole cause of my trouble."

Englishman, forty-five: "My father drank, my mother died. I had two stepmothers, learned no trade and used liquor from fourteen years of age. My offense was larceny."

American, twenty-nine: "Saloons, bad houses, gambling, were my ruin."

American, twenty-five: "I believe that over

sixty per cent. of the prison population in the world to-day owe their downfall to liquor. Do away with the saloons and give the children a good education and there will be less crime and imprisonment."

American, twenty-three: "The saloon is a curse to our country and should be abolished with its associates—the house of ill fame and the gambling table. Liquor and the gambling table were entirely the causes of my downfall."

American, forty-seven: "My mother died and I began work at eleven. I had no trade. I used liquor and think it the cause of my trouble."

Englishman, fifty-six: "I am well educated. Have been a cook and butler. I committed murder through liquor in defense of myself and another."

American, twenty-nine: "I was a newsboy and messenger boy. I used liquor. I stole when out of work at twenty-four, having a wife and baby to support. I was sent to a reformatory for from one to seven years. The influence was the worst possible. The appetite for drink, and loss of public confidence, with family troubles, led to other terms in prison."

American, twenty-six: "My mother died when I was fifteen. The cause of my trouble was liquor."

American, thirty-two: "At the age of sixteen I was arrested for selling liquor, which I also

used. I was an inmate in a reformatory seventeen times. The influence was bad. I was first sent to jail by mistake and after twenty-five days was turned out in the rain without a cent. I then tried to get revenge."

American, twenty-seven: "If saloons had not been where I could enter them I never would have made the mistake of my life."

A man serving his third term in prison, forty-five years for murder, says: "What would help most to live an honest life would be a place of recreation for the poor boy as well as the rich—an opportunity to labor regularly at honest wages, a place of recreation away from the influence of saloons and dives kept by consent of the law."

American, fifty-one: "I broke a window while intoxicated when twenty-five years old. I was arrested and sent to jail for thirty days. Liquor and being put in jail with other crooks have prevented my leading an honest life."

American, twenty-one: "I had a drinking father, and my mother worked out. I had little schooling. I spent my evenings in saloons, and holidays in the pastures drunk. I was arrested at twenty for drunkenness. The greatest help to live an honest life would have been some one to look after me when I was young."

American, twenty-one: "My father died when I was five. I had little schooling and little care.

Liquor and no one to look after me were the causes of the burglary for which I was arrested at twenty."

American, forty: "I was arrested at twenty for being drunk. Liquor has been all my trouble. My parents drank, too."

American, thirty: "My mother died when I was eight. I had a drinking father who made home dreadful. I spent my evenings as a child in pool-rooms and card-rooms. I began work at nine. My first offense was getting drunk at fourteen. I went on drinking and was sent to prison."

American, forty-five: "I was guilty of assault while under the influence of liquor. I was sent to a reformatory for four years when eighteen. The influence was bad. I have served three terms in prison. Liquor was the cause of my trouble."

American, twenty-four: "Bad company and liquor were my troubles."

A German, twenty-eight years old, says: "Remove the saloon with all its blasting elements."

American, forty-seven: "I worked a confidence game. I used liquor and cigarettes. It is my own fault."

American, thirty-one: "I never had a home or went to school. I was guilty of larceny at sixteen. It was partly caused by liquor. My life is a failure simply because I never had a good

home and lived always with people who abused me in my childhood. I don't wonder that I'm in jail."

American, thirty: "I had a good home and education. Wrong associates led to drink, and drink to crime. Self-control would have helped most to lead an honest life. After being a prisoner the people shunned me."

An American writes: "Boys should be taught to shun saloons, and criminal business will decrease if saloons are forbidden."

American, twenty-seven: "Liquor is the ruination of man. Crime is committed under the influence of liquor."

American, thirty-four: "The law that permits one class of men to distil and give or sell poison to others will always have criminals or paupers to deal with, and a land cursed with crime. Do away with making liquor and eighty-five per cent. of crime will disappear. Liquor was the cause of my ruin."

American, thirty-nine: "Home was not pleasant owing to a drunken and neglectful father. I do not possess the will power to overcome the appetite for strong drink. It is the principal cause of my being in prison."

American, thirty-one: "Liquor began my troubles. I was arrested for larceny and sent to a reform school for five years. The influence was bad. I tried to get work when I was released

but I was weak and unable to labor. While in the reformatory they treated me severely and the environment was not good. In my judgment the system is all wrong. I stood days and nights in irons without rest or something to eat. I have been five years in prison."

American, twenty-six: "Liquor is all the cause of my being in prison. I was arrested at fourteen for stealing coal. I was then sent to a reformatory and have had four terms in prison. To help the youth of this country I think that closing the saloons would stop nine-tenths of the crime now committed. Boys should also be kept from running around corners with people older than themselves, as they teach them to do wrong."

American, twenty-two: "License no saloons and you can tear down half the prisons. A light sentence for my first offense would have helped me to an honest life."

American, thirty: "My parents were divorced. I was sent to a reformatory at thirteen. It taught me to be crooked. After one conviction your life is ruined. If all young fellows would have a club in which to meet instead of a saloon there would be a great decrease in crime."

Scotchman, twenty-two: "I had drinking parents. My mother died when I was nine. I really never had a home or any early training, and had little schooling. I stole when nine years

old—was brought up to it. I was sent to a reformatory for from one to five years. The influence was emphatically bad. I was transferred to prison. I think that drinking parents should not be allowed the care of their children."

American, twenty-eight: "I had a drinking father. I stole at seventeen while under the influence of liquor. I was sent to a reformatory for three years and six months. The influence was not helpful. I have had two terms in prison since. I was without a trade and unable to get work."

Mexican, twenty-four: "Home troubles caused me to leave home when I was eleven years old. I kept company with tramps and hoboes. I was guilty of murder at eighteen, and have a life sentence. Liquor and bad company were the causes."

American, twenty-seven: "I was arrested for discharging firearms within city limits. Drinking caused my troubles."

CHAPTER XI

THE STATE'S METHODS IN TREATMENT OF CRIME

THE criminal code, which dates back for more than two hundred years, was undoubtedly designed for the protection of society. It embodies a statement of the acts which should be considered criminal and the punishment to be inflicted for each crime, leaving the maximum or minimum amount to the discretion of the court.

The criminal code requires police arrests, criminal courts, prisons, executioners and all the machinery with which every nation is familiar for the treatment of offenders against the law. Time has brought many changes in this code, as regards both the deeds called criminal and the punishments prescribed for them, though every change has been fought bitterly by the adherents to the old régime.

There has been a thorough test of the present system of criminal procedure in its application to past generations. Everywhere the verdict is that crime is increasing, that more courts and more prisons are needed. Is it possible that the state may itself be a factor in the increase in

criminality, through mistaken, inefficient methods of treatment of offenders and through indifference to and ignorance of the contributory causes of such offenses? Is it not at any rate reasonable to investigate the effects of methods so long in use in order to learn whether they are in any degree responsible for the increase in crime? It is true that society must be protected, but it is equally true that society would be better protected were measures for preventing crime studied with a view to their taking the place of a system of mere punishment.

It is a plain duty of the state to make provision for the study of means for preventing crime and also of the real causes contributing to it. This is as important a duty as the maintenance of the present outworn system which has not proved effective in lessening crime or in lessening the community's expense for punishment.

Criminal Procedure.—The first recognition by city or state that an individual has offended against the law is his arrest by one of the policemen whose duty it is to patrol the city or country in order to protect law-abiding citizens from the menace of the lawless. Any individual who has made himself amenable to the criminal law must first pass through the drag-net of the police system. There is no age limit for arrest, the smallest child being open to it. Some restrictions are laid down, however, as to the age at which an

individual can be regarded as responsible for his deeds. The limit varies in the different states from seven to fourteen years of age. Until 1899 criminal procedure was everywhere the same for children as for adults, provided of course the child did not fall within the age limit of the state where the offense was committed.

After arrest the individual is given a hearing, usually in a magistrate's court. In large cities there may be forty or more of these courts, one for each ward or district. All so-called minor cases are heard and decided there. There is no jury, and yet the power of commitment to reformatories or prisons is given to these magistrates. In criminal procedure there really are no minor cases, for if crime is to decrease the time to prevent it is before the offender has become habituated to wrongdoing. As it is, many thousands of men, women and children are tried yearly in these courts and their futures are often decided then and there. No one claims that any effort is made to choose magistrates on the basis of their possession of qualities that fit them to undertake so grave a responsibility. Many of them do conscientiously try to do what will be best, but few of them have given special attention to the subject of human development. They are in the seat of authority to dispose of cases as the law directs, and often they are regardless or ignorant of the causes that have led the pris-

oner into their presence and unaware of the vital importance of their decisions. They may open or shut the door of opportunity to every individual who comes before them. It means everything to the individual and the state that the officials of minor courts should be men qualified to judge of the possibilities of each life and of what can best be done for each person. There should be some means of learning the results of sentences given in these minor courts. To continue to follow, unless it is efficient, a routine adopted ages ago is sheer folly.

Minor Offenses.—There is no benefit to society in imprisoning a man for ten days, a month or three months, and in repeating the process an indefinite number of times. The offender merely loses his self-respect and finds himself more handicapped than ever before in his efforts to do better. Cases of intoxication and other minor offenses require treatment different from this. The liquor habit is bad, but association in jail with lawbreakers of all kinds is worse, for the prisoner usually acquires additional bad habits and his last state is generally worse than his first. When the state assumes the responsibility of the direction of a life an opportunity should be given for forward movement instead of retrogression.

No sufficient provision has yet been made for the treatment of confirmed drinkers. These are

often returned to jail dozens of times for periods of varying length, with no benefit to themselves or anybody else, while their families are in the meanwhile often disgraced or completely broken up. If efficient and special methods for the treatment of confirmed drinkers were devised and established they would reduce crime more, perhaps, than any other one thing; for the most terrible crimes are often committed, not premeditatedly, but as a result of intoxication.

The Minor Courts.—The minor courts have jurisdiction over nearly all cases such as these, which are usually preliminary to offenses that lead to the criminal courts and the penitentiaries. Something more than punishment is needed for the person who has lost control over himself and who can not become a safe citizen until he regains it.

The Wayward Girl.—For the wayward or erring girl who comes within the meshes of the law the way upward is made very difficult. Many of these are brought into the minor courts. Men who prey on women make it a point to attend the hearings of girls who are in trouble. They carefully note when the girls will be freed, and then they lie in wait to keep them on the downward path. On this account a girl who in the first instance may have been more sinned against than sinning finds it almost impossible to retrace her steps and lead a pure life. Inves-

tigation should be made as to whether or not imprisonment of these girls protects society or helps the girls themselves, for unless it does one or the other a different method of treating them should be devised.

Juvenile Offenders.—Until 1899 nearly all juvenile offenders were taken before these minor courts. Children, for the protection both of themselves and of society, require the most thoughtful, sympathetic and intelligent consideration when they are being treated for their offenses. But in these courts the practise was either to reprimand them and return them to the same influences that had brought them into trouble, with nothing to prevent further wrongdoing, or to send them to prisons or reform schools. Thus they were branded with the stigma of arrest in any case, and perhaps with that of imprisonment, where besides they were condemned to associate with those versed in every phase of crime. In these cases, too, the court might shut or open the door of opportunity to youthful lives, but the letter of the law was all that was considered. There was no vision of the possibilities of childhood, but instead the belief that some are criminals from birth and that society must be protected from them.

Children in Prisons.—In every prison in the United States until within a few years ago children could be found in large numbers, and in

many they are still there to-day. In other words, in the impressionable and formative years of life thousands of children were receiving from the state an enforced education in crime. Could it be expected that crime would decrease under such conditions? The result of such a condition was as certain as that healthy children if condemned to a smallpox hospital would contract smallpox.

During the last century well-meaning people, feeling that erring children required special treatment, established reform schools for that purpose. These schools constituted the first step in recognition of the need for a treatment of juvenile offenders different from that accorded adults. In many states they became a part of the official machinery for the protection of society against crime. There has now been ample opportunity to test their efficiency in character building.

The reform school is in fact a juvenile prison with educational features added. Children are often taken there handcuffed, like ordinary criminals. In some of these schools fully half of the inmates have come there because irresponsible parents were glad to be relieved of the support of their children until they in turn could contribute to the support of the family. A statement from a child's parents that he was incorrigible has usually been sufficient in times past

to gain the child's commitment, especially if there was a fee in it for the magistrate. Thus on one-sided evidence children have been condemned to uninspiring surroundings, to institutional instead of family life, and the state has been wronged in having to support children whose families should have been responsible for them.

Whether or not the reform school has accomplished what its promoters hoped from it can only be determined by the verdicts of those who have spent their early years within its confines. At least the effort was a conscientious one, and one of the first steps through which the special needs of children were emphasized.

Criminal Courts.—Criminal courts have both a judge and a jury but have no jurisdiction over magistrates' courts. From the view-point of the prevention of crime the lower courts are *more* rather than *less* important, as the first treatment of an individual often determines his whole future. The criminal courts with their juries sit for the trial of offenses graver than those handled in the minor courts. The commonwealth employs the prosecutor and often more effort is made to prove a prisoner guilty than to get at the facts of the case. Juries decide cases on the basis of the evidence given, and after their decision the judge fixes the penalty within the rather large latitude allowed him by the law.

The marked divergency of sentences for similar offenses is one of the curiosities encountered by those who study the records of criminals.

Prisons.—The next part of the state's machinery for the protection of society from the criminal is the prison. In the United States we have invested approximately five hundred million dollars for prisons, and we annually expend about two hundred millions for their maintenance. It is estimated that eighty thousand of our citizens are arrested yearly. The cost of a year's crime is estimated to be not less than six billion dollars, and yet only eleven per cent. of the crimes reported are punished.

What does the nation get in return for this large outlay? We get, in the first place, as much protection for society as is possible when about eleven per cent. of our offenders against the law are convicted and imprisoned. In the second place we get the building up of a professional criminal class through the compulsory association of first offenders with those already versed in crime, for forty per cent. of those who serve a first term come back later on for a second one. And in the third place we get the satisfaction of having punished the lawbreaker, together with the feeling that we may have prevented others from following in his footsteps, through fear of similar punishment.

Recent official investigations in fourteen states

have revealed a terrible state of affairs in our prisons. Shocking cruelties to prisoners have come to light, as well as conditions so detrimental to health and decency that no human being should ever be subjected to them. In estimating the worth of our prison system the effect of these things on prisoners must be taken into consideration. We should also understand clearly the difficulties a prisoner encounters as a result of his punishment.

Released Prisoners.—The youth who comes out of prison is given five or ten dollars and a new suit of clothes to last him until he can find work. He does not dare admit that he has been in prison, for no one will knowingly employ a released prisoner. He also is unable to give prospective employers any references. It does not take long to use the small amount of money given him. He is weak as a result of his imprisonment, and so is not in condition to do heavy work. He is an object of suspicion to the police, who have no faith in a released prisoner's intention to live honestly. If, despite all these difficulties, he is fortunate enough to obtain work he is likely to lose it at any time, if some one he has met in prison lets it be known that he is an ex-convict.

Released prisoners are ostracized, *not* for the crime that sent them to prison, but because they have been *sent* to prison. The handicap is too

great, and few can surmount it. In appearance a judge sentences an individual only to a term in prison, but all too often he in reality sentences him to a life of crime.

When one realizes the blight of a prison sentence on any life one can not help supposing that the right to sentence to prison would be given only to those who will exercise the duty with care and discretion. Such, however, is not the case. Here is the experience of one American youth. He was the son of a drinking father, and he lost his mother when ten years old. He had no opportunity for education and he could not get work. In consequence he was arrested for vagrancy and sent to jail for fifteen days. Can any trace of justice or common sense be discerned in such treatment for a case of this sort?

When dockets are crowded little time can be given to any so-called trivial case. And yet ten or fifteen days in jail may ruin a life, where a suspended sentence and intelligent help could save it.

The power of commitment to reformatories and prisons should be used with discretion, and should be given only to judges who appreciate the grave responsibility entailed by such power. This power of sentencing to prison is too freely used and is a large factor in the making of criminals. The world outside knows little and thinks

little of those on whom the prison door is bolted. Ordinary thought scarcely goes beyond the fact that shelter and food have been provided for those who have transgressed the law, save in so far as it is thought that there is a "criminal class" that must be kept from harming the community.

Conditions in Prisons.—Imprisonment is only part of the punishment given offenders. The life of the prison inmate is full of other hardships. He has to live in a narrow, ill-lighted cell, deprived of fresh air, of exercise and of work; he has no appeal from whatever treatment he may receive; often he is crowded with several other prisoners into a cell designed for one, because space does not increase and crime does. When the state deprives an offender of his liberty he should not also be limited in his enjoyment of pure air and of light and of sufficient space for exercise to keep him in good physical condition. Such deprivations as these should not be included in a prison sentence in a civilized country. There is no court of appeal for the prison inmate. His presence in prison cuts him off from all the rights and privileges of his fellow men as well as from their confidence, and his life is wholly under control of those put in charge of him through political influence.

The possibilities for hardship and injustice are great, for it is generally admitted that one who

deals continually with crime loses sympathy and becomes hardened and thereby unfitted for his work. The opinion of the unconcerned free man on the outside has generally been that since the man in prison is a criminal he deserves all he gets. A study of the facts shows this to be a fallacy. Prison inmates are, it is true, men and women who have committed crimes, but the prisoner serving a first term is never a professional criminal. Many of these later become professionals because after they have been in prison practically every avenue of employment is closed to them, no matter how greatly they would prefer to live honestly if they could.

Many people regard the released prisoner as a being without the pale of humanity, a person to be avoided in every way. If the serving of a prison sentence so degrades the offender it would seem sensible to improve the method of his treatment rather than to continue his punishment by avoidance and ostracism. The adoption of better measures in the treatment of prisoners has been delayed by the belief that those who commit crimes do so on account of some physical or moral peculiarity, the premise being that criminals are differently constituted from other human beings. As a matter of fact this premise is not correct. There would be no criminal class if proper study were given to the causes that produce the criminal and efficient

measures taken to remove the contributing causes. Such a study of the facts would show that offenders are not entirely responsible for their deeds.

The prisoner has no one to whom he can go for help. Wardens are usually appointed on account of political service rendered by them. Guards are chosen for strength of arm and muscle rather than for their spiritual qualities. Through daily contact with those over whom they exercise the most absolute authority they often forget the better instincts of humanity and become brutal and abusive. Prisoners dare not rebel against their treatment, for if they do the abuse they suffer is simply increased.

Prison stripes, the number system, enforced idleness, lack of an adequate amount of fresh air and exercise are all cruelties which no civilized nation has a right to inflict on those whom it is deemed necessary to deprive of liberty. Immediate death would be better than this slow torture which undermines health and character and takes away all opportunity for a decent life after the prisoner's release. The fear that prisons will ever become too attractive is groundless. Men and women suffer enough punishment in the deprivation of their liberty to prevent any of them from losing their dread of a prison sentence, even though it were accompanied by some of the decencies of life.

Political Control.—Prisons can never be what they should until they are utterly removed from political control. All men and women who have charge of them should go into the work consecrated to the service of those who need help. Those who take these places should be men and women of the highest character, full of the spirit of justice and of sympathy for the unfortunate. Directors of prisons should be men and women who can give at least one day of every week to the visiting of the prison. They should not go occasionally to see the warden, but should know at first hand all that affects the life of the inmates. They should be able to put themselves in the places of those who are forced to stay there, and so consider whether or not conditions are what they should be.

The absolute ignorance of the outside world concerning life within prison walls has made it possible for evil conditions to remain there unchanged. Among greatly needed changes is the abolishment of the contract labor system. Work must be found for each prisoner which will pay for the expense of his maintenance, and will in addition enable him to earn money which may either be given to his innocent but helpless family or saved so as to enable him to gain a foothold in the world on his release.

It should be possible for inmates to learn trades that can be pursued outside the prison,

and indeed all prisoners should be equipped to earn an honest living when they leave. Prisons should never be a source of income to the state, but they need be no expense except for buildings. The money now devoted to maintenance should be spent in providing for prisoners light, well ventilated rooms in place of the unwholesome, crowded cells now in use.

Helping Prisoners.—A large proportion of those serving their first sentence in prison could by proper treatment and help both before and after release be restored to useful citizenship. Instead of building more prisons and creating more courts the need to-day is a careful study of the reasons why crime increases. All the fault is not with the convicts. A single crime need not make a criminal, but its punishment usually does succeed in making one. The present system amounts to a compulsory course of education in every phase of crime and often includes sentence to tuberculosis.

To put into the hearts of those who have stumbled a living belief in a God whose laws are the only safe guide, and who is always ready to help those who look to Him, is to give the true compass for right living. Only those who live what they teach can touch the hearts of others, and with the Bread of Life they must give loving kindness, sympathy and patience. Missionary work for every church lies at hand in the

courts, in the station houses, in the prisons, at the prison door when a prisoner is released. If the churches could take up this work through earnest, kindly people who know the conditions which lead so many astray a large number would be saved from further transgressions. Punishment followed by ostracism, however, will never result in making offenders into useful and honorable citizens.

Responsibility for Crime.—The state provides a code of laws for the protection, education and guidance of its citizens. The laws of life given by God are ten in number. The laws of life laid down by the legislatures of forty-eight states and by the councils of our cities and towns mount up into the hundreds. Each year new crimes are created by the passage of some new act, subjecting the violator to arrest and prosecution.

Making New Crimes.—This situation has brought many people into the position of lawbreakers who do not rightfully belong there, which is unfortunate both for the individual and the community. Compulsory education laws, for instance, have been adopted for the purpose of benefiting the child. Their enforcement has brought the necessity for truant officers, special schools, truant schools, the arrest of parents followed by their fine or imprisonment, and the bringing of children into the courts for truancy. Items like the following have become common

pieces of news in the daily press: "Peter Nawn was sent to the penitentiary for five days for failing to keep his boy in school. He said he had been ill eight weeks and had no coal in the cellar or clothing for the boy." "When Mrs. Dora Ford was arraigned in Police Court yesterday morning on a charge of violating the compulsory education law in not sending her boy to school, she pleaded guilty, but explained that the boy had no shoes and that he did not have sufficient clothing to wear to school. The father of the boy is dead." "Margaret Maguire was brought into Police Court because her girl had been a truant from school. She pleaded that she had to go to work at seven o'clock, for the support of the family depended on her. In her absence there was no one to see that the girl went to school. She was fined $2.50." "John Burns and Patrick Mullen were arrested for breaking a window while playing ball in the street in violation of a city ordinance. They were held for Juvenile Court."

Education is undoubtedly valuable for children, but it is secured at too serious a cost when it involves placing on their parents the stigma of arrest and imprisonment. Child welfare is a question having many sides. One may gain one phase of child welfare at the sacrifice of another quite as important. It is time to call a halt on the passage of laws creating new crimes. The

subject of child welfare includes so many things that must be weighed and balanced and made to fit into one another that no adequate safeguards will be placed about childhood's best interests until a carefully chosen child welfare commission is appointed in every state to study the conditions affecting children and to recommend such measures as are needed for their protection.

Efficiency of the State.—Efficiency is demanded to-day in all human activities. The state, with its code of laws, its system of enforcement, its provisions for the health and welfare of its citizens, has a grave responsibility and must answer as to its efficiency quite as much as must, in their spheres, citizens or corporations. Methods honestly designed to be beneficial often fail of their object. The only real test is the constant study of actual conditions and the accurate observation of the relations of cause and effect.

City Ordinances.—The city that makes it a crime punishable by arrest for a boy to play ball in the street and at the same time provides no playground or place where a boy may enjoy the activity his nature requires, is in a large degree negligent of its entire duty and therefore responsible for the familiarizing of boys with arrest and courts. The city which permits the arrest of a gang of boys for some breach of the law and then allows those whose parents have political pull to be discharged while the others are pun-

ished, is teaching disregard for law and is responsible for future crime. The city which licenses saloons and permits youths to frequent them, and then arrests them for being intoxicated, is making no consistent, sensible effort to protect the morals of its younger citizens. The city which has no place of detention other than station houses or jails for its youthful offenders, and often permits them to mingle with those steeped in crime, is criminally responsible for many wrecked lives. The city which makes no provision for the proper care and education of its homeless waifs is responsible for the lives of many of the men and women whom it later supports in prisons and almshouses.

The city that sends its dependent little ones to reform schools for their care and training is subjecting them to influences from which they should be guarded and is doing irreparable injury for which it will later surely pay. The city which permits railroads to run through its limits unfenced and unguarded and then arrests children for picking coal on the tracks is neglecting the protection of life and is putting needless temptation in their way. Any city that maintains conditions favorable to the growth of criminality is responsible for that growth. Such conditions are an absence of kindergartens, the absence of efficient means for preventing infant mortality, the lack of laws against congestion of population and of sanitary housing laws.

A city is contributing to the making of criminals when manual training is not provided in the schools, when the schools are a part of the political system, when insufficient money is given to the schools and when incompetent persons have the direction of the schools. That city faces a grave responsibility which entrusts judicial decisions concerning children to judges who have not a lively sympathy with, and a special knowledge of, child nature. For this duty there are other requirements more important than mere legal qualifications.

A city which has no probation system is not equipped to meet the questions of juvenile delinquency. A city is contributing to the making of criminals when its probation system is under political control, or when not enough probation officers are employed, or when officers are chosen who have little love for children, little patience and little of the experience which years bring to parents.

At the center and heart of society stands the child. His welfare must be considered and provided for at every point. Who does this to-day in any city? It is done in one place and neglected in another. Whose business is it in any city to know what affects every phase of child life? Yet this is an efficient means for removing one of the great contributing causes which add yearly to the ranks of criminals.

CHAPTER XII

REFORM SCHOOLS AS A PART OF THE PENAL SYSTEM

THE reform school was introduced less than a hundred years ago as a means of relieving children of prison life and associations and in many states it was made a part of the penal system. Children were sent to these schools at the direction of the court and it was not forbidden to commit them to prison, so that even with the schools in operation thousands of children still became prison inmates.

The reform school prevented the association of children with adults who were leading criminal lives. It also offered educational advantages not found in prisons. Why has it been, then, that the reduction in crime sought for has not materialized?

One Cause of Failure.—The massing together of erring children as a means of elevating character would not be deemed an efficacious method by any one who has studied child nature. Imitativeness is a marked characteristic of children. They copy what their companions do. When their associates are exclusively those who have committed some offense a bad result is naturally

to be expected. One girl who was committed to a reform school for picking locks in a single week had taught twenty others how to do it. And so the matter goes—each child becomes a teacher of all the others in the special phase of crime with which he is familiar. This is unavoidable and must be recognized as a condition which exists wherever children are associated with one another.

Erring children need the inspiration and stimulus of association with wholesome normal children rather than condemnation to the exclusive companionship of others like themselves. Good is contagious as well as evil. But the acquaintances formed in reform schools are a serious drawback for any child. If the only friends of a youth, both before and after he has been discharged from a reform school, are those whose lives have been darkened by evil, his life will be constantly filled with temptation from those whose evil habits have not been changed by the school. Many young men and women have begun with the intention of doing well, but have finally succumbed to the continued appeals of their reform school friends.

Children who are wayward should be separated from other children for a time. The personal influence of a good man or woman is what they most need.

When reform schools grew to be large insti-

tutions, taking in hundreds of children, a serious blow was dealt to their power of rendering help to the children they housed. Although these schools provided good educational training and the teaching of trades they were unable to overcome the undermining influence of the massing together of the erring children of a great state. The odds were too great. The finding of a sufficient number of men and women able to cope with this great drawback and to build character proved very difficult. Many who have attempted the task and have given years of their lives to earnest effort in it are honest enough to say that the system is a failure and that they do not believe in it. The superficial appearance of the system is fine. With excellent buildings, good educational work, training in trades, drills and military discipline, good food and physical care, the observer is wont to think that good results are bound to follow. The reports of these schools are also full of the numbers who have been reformed in them—and yet every prison superintendent says that a large proportion of prison inmates are reform school graduates. One secret of the failure of these schools is to be found in the fact that it is impossible for helpful personal influence to be exerted on the children in them. And yet it is admitted that these children need more rather than less personal influence than the average child.

Indiscriminate Commitments.—The reform school has received dependent and homeless children as readily as wayward and erring ones. Whomsoever the courts send must be received. Courts have been limited in the selection of places for the care of children, and often it has been necessary to make use of the reform school as the only available refuge for them. Irreparable wrong has been done to thousands of homeless and dependent children by their being forced into association with those versed in evil habits of every kind. In a number of states such children have even been housed and brought up in prison because no other provision has been made for their care.

Irresponsible Parents.—There are always some parents who are eager to shirk their duties as parents or who are helpless in meeting their responsibilities. Children have suffered grievously from both these causes, and reform schools have had to assume the care of many who would never have been committed to them had any careful investigation been made into the child's side of the case.

If a father or mother dies and leaves a family of children these, bereft of normal home care, often become independent of control. When a stepfather or a stepmother later enters the home the resulting problem is a difficult one. In innumerable instances it has ended with the par-

ents going to a magistrate and petitioning him to send the child to a reform school because he is incorrigible. Until the establishment of juvenile courts, absolute power to make such a commitment was vested in magistrates. The child's side of the question was not investigated, the parents' verdict being taken without question. A fee was also allowed magistrates for every commitment. In this manner hundreds of children have been quietly railroaded into reform schools.

When courts require that parents pay board for their children in reform schools, the parents' desire to have them committed frequently decreases. Whenever parents are able to bear even a portion of the expense they should be required to do so, as this increases the feeling of parental responsibility.

Immigrant parents have also used the reform school unjustly, they apparently regarding it as a sort of free college in which their children may be reared until they are old enough to be self-sustaining. A mother with this view of the reform school said: "Johnnie, you see that street light? Break the glass! You will be arrested and sent to ———. You will have good things to eat, good clothes and will learn a trade. And when you come out they will give you a new suit of clothes." So Johnnie followed his mother's advice. Everything came out as she said it would, but when he came out he took away with

him more than a new suit of clothes. He took the friendships he had made there; he took the knowledge of crime he had gained there; he took the handicap of having served a sentence in one of the state's penal institutions. The reform school, of course, had no option in the matter. It must receive those whom the court commits to its keeping.

The third class of parents who use the reform school are those whose children do get beyond their control, and they regard the school as a place better equipped than their home for the proper training of their children. Such parents are heart-broken when they find that their children have been guilty of stealing or of other grave errors. But instead of dealing with them patiently and firmly as they should, they appeal to the court to have them "sent away." Many are the men and women who owe to such an act of their parents a life far from the path of rectitude and honor.

Parents are usually careful of the associates they choose for their children. Those, however, who know only inmates of a reform school have countless temptations set before them when they meet these youthful friends later in life. Many a boy or girl can date his or her downfall from the friendships made in a reform school. Though they have earnestly desired to do well they have

finally yielded to appeals from the wrong kind of friends.

The Reform School.—In the past the ease with which children could be turned over to the care and support of the state has done much to encourage parental irresponsibility. This condition has also been the indirect means of imparting to children a knowledge of evil which has more than counterbalanced the good things offered by the reform school. The state has had to support thousands who should never have come under its care and who, with the more careful methods now in use, would never have been permitted to go to reform schools.

The reform schools can not be held altogether responsible for the conditions obtaining in them which have been disastrous to so many. Neither are the courts altogether responsible. For one thing, inadequate provision by the state for childhood's different needs has led to the employment of the reform school for purposes so diverse as to make it impossible to satisfy them in a single institution.

The indiscriminate commitment of children to these schools in the past has made it possible for them to show a fair percentage of success in their reports of reform. If we eliminate all the children who should never have gone there—those guiltless of any crime, those whose parents were

irresponsible, and the like—and trace for ten years the lives of the remainder, we are forced to the conclusion that the reform school does not reform, that it handicaps rather than helps a child.

The testimony of thousands of prison inmates who have passed through these schools is almost unanimously to the effect that the schools helped to make them criminals. They earnestly urge that no child be sent to a reform school. Such testimony as this must be heeded. It has been given sincerely and with an earnest desire to help those who are studying the causes of crime and estimating the efficiency of methods used in its treatment.

The view-point of the man who has lived his life, who can look back and see what has contributed to his failure, is worthy of a hearing. The opinions of those who believe they are doing valuable work must be modified as they follow the lives of those who have written their heart-stirring appeals for a different treatment of youthful errors.

Large Institutions.—Economy has been urged as a reason for bringing upward of a thousand children—each one of whom presents a special problem—under the control of a single superintendent. The cottage system has ostensibly been adopted in many of these schools, but where fifty or sixty children are gathered together

under one roof all semblance of a normal home is lost. In almost any state there should be a hundred homes to each of which half a dozen children needing special treatment could be sent. These homes should be chosen on account of the special ability of some man or woman to bring out the good qualities in children. A good price could be paid for this care, because the state would be under no expense for grounds, buildings and maintenance, and all the money now spent on these things could go to paying for the care of the children. No distinguishing mark should set these homes off from others. They would have to be selected and supervised very carefully, and this should be done by a commission of competent specialists in child nature. In some homes perhaps only one child could be cared for, while others could take in several. In all cases the main factor to be looked into would be the personality and nature of the father and mother in the home.

The Institution Child.—The boy or girl who grows up an institution child, with no one to give individual sympathy, no one to get at the child's heart and learn what the child is really thinking, is deprived of factors which alone will bring out his best qualities. A child in the poorest home with parents who care for him is happier in his destiny than any child who enjoys the many advantages which a state may provide in

a reform school. The plain truth is that the reform school can not fill the needs of all children. Too much has been expected of it in the past. And in the future the state should be prepared to meet the requirements of all the children that have to be cared for.

No time should be lost in placing every school for children under the state board of education, instead of placing some of them under the jurisdiction of the state board of charities. The function of every school is the training of the child. This is true no matter what children are being educated, and all should enjoy the same advantages of administration, supervision and direction.

THE REFORM SCHOOL—WRITTEN BY PRISON INMATES.

An American twenty years old who once spent ten months in a reformatory says of that experience: "I learned more than I ever knew of crime. After I was released no one would give me work without reference. I am serving my fourth term in prison."

American, nineteen: "I attended school regularly. Bad companions led me to steal at fourteen. I was sent to a reform school for nineteen months, and am now in prison for two years and ten months. It would have helped me most to

be honest, not to be sent to a reformatory and then to a penal institution at the age of eighteen. When a boy or girl is arrested, convicted and sent to a reformatory and gets released there is but little hope, as the reformatory is a preparatory school for hardening them to lead a criminal career. To my knowledge seventy-five per cent. of them get into penal institutions. Those that do not are leading lives of crime against nature and prostitution and vice. When these are arrested a second time and sent to a penal institution and put in with old offenders and hardened criminals how can there be any hope for them? I have seen these things happen."

American, twenty-five: "I lost my father at six, and began work at seven. I was guilty of larceny at fourteen. I was sent to a county jail for ninety days and afterward was in a reformatory. The influence was bad. I was transferred to prison."

American, twenty-one: "My mother died when I was two. I had a stepmother. I had little schooling. I was put in a house of refuge by my father because I would not attend school and I blame my later life on the influence of that institution. It was nothing less than a school of crime."

American, forty-five: "I had a good home and education. I was sent to a reformatory for a slight offense. The influence was ruinous. I

have served five terms in prison. Kind and honorable treatment after my first faux pas would have helped me. Reform schools are breeding places of the vilest practices that human beings can perform. The present system should be abolished. No boy should be sent away until other means for his reformation have been tried. Such institutions should be under the supervision of the higher clergy. The same thing is true of all state prisons. All prison commissioners, superintendents and wardens should be strictly honest men, and the most honest are not among politicians but among the clergy of all creeds. Christian women of known capabilities should be given more power in the administration of affairs juvenile and in general. Sincere people and not hypocrites are the only examples to place before the eyes of our children. Abolish the general sale of cigarettes, liquor, opium and its products, making their sale without the prescription of a physician a felony. Punish the seduction of boys and girls to wrongdoing with severe sentences for repeated offenses. Parole all first offenders. Abolish the long-term sentence of second offenders."

American, thirty-eight: "A reformatory makes more criminals than it reforms. It is no fit place for any young man to go."

American, forty: "Institutions are the greatest cause of crime. Children should not be ar-

rested for minor offenses. Reformatories confirm children in crime."

American, twenty-four: "I spent five years, from nine to fourteen, in a boys' home. While under the influence of liquor I broke into a small store at ten years of age. I was sent to a reformatory. In boys' homes and reformatories the tendency is toward crime, committed not only by the boys but on them by their male supervisors—crimes not practised by the dumb beasts of the field."

American, thirty-four: "If I had not been sent to a reformatory probably I should never have come to prison."

American, thirty-three: "I have no father or mother. I was beaten, kicked, starved and misused and compelled to steal by my supposed uncle. I was sent to a reformatory for two or three years where the influence was demoralizing—then to prison for three terms. If I had ever had some one to love and to love me it would have helped. Most crime is a product of the scheme of law and order now existing. The whole conception in my estimation is wrong. To teach a child the Ten Commandments and at the same time teach him to break them is hell for certain."

American, twenty-two: "The best thing to do with a boy when he starts to steal is to take him to a near-by lot and shoot him. If that had

been done to me I'd be better off to-day. All reformatories are nothing but schools of crime."

American, forty-one: "I had a drinking father. I was sent to a house of refuge at ten and I lay the blame of my criminal life to that sentence. I was hounded from pillar to post by policemen. Men leaving prison should be given work or money to keep them until they can obtain work for themselves. A few dollars at times may prevent crime."

American, thirty-six: "I attended school very little. I was interested in stories of crimes and thieves. At thirteen I was sent for one year to a house of refuge. At seventeen I was arrested for petty larceny. I was herded with a lot of criminals and sent to a penitentiary for six months. If I had not been sent to the house of refuge it would have helped me to live right. I learned more about thieving in one year than I could learn out of books in twenty years. Keep young boys away from homes and refuges. The causes of my crime have been cigarettes, evil companions, trashy books and no idea of the seriousness of what I was doing."

American, twenty-two: "I could not get along with my father and so left home. I was a messenger boy. I was arrested at seventeen for petty larceny, and was sent to the Elmira Reformatory. If the judge had suspended sentence and some good people had got me a job I would

not be here to-day. Elmira is a school to learn crime instead of reforming you. What I did not know when I went I knew coming out. I certainly did graduate with a head full of crime. They will never reform anybody by sending him there."

American, twenty-six: "Lack of parental control and influence together with evil associations led me to petty thieving during truancy from school when I was fourteen. I was sent to a reformatory where the influence was shockingly brutal. My candid opinion is that my downfall —as well as that of others in like circumstances in prison—was caused by my reformatory career. Mine was a demoralizing one, in the midst of mismanagement, brutal vice and corruption. In fairness I state that careful research will prove that at least sixty per cent. of crime can be traced directly to reformatories."

American, forty-five: "I have noticed that of the men I have met in prison most have been in some institution, and that I have been is the reason why I am here to-day. Never send a child to an institution, for he will come out hardened to crime."

German, thirty-three: "I was arrested at twenty-one for forging a check. Necessity for food and to pay rent drove me to it. I was sent to a reformatory for two and a half years. What I had not known of crime I learned there. I

tried to live within the law when released but was recognized by an ex-convict and I lost my job. No one would trust me and give me a job so I could support my family."

American, thirty-two: "I was sent to an industrial school for truancy and was kept there seven years. When you send a child to a reform school you make a criminal out of him, for what badness he does not know he will soon learn while there. I have been serving time ever since."

American, twenty-three: "I was sent to a reform school at seventeen for nothing. When I came out I knew more crookedness than the average man of thirty. The influence couldn't have been worse. After release I couldn't get work. I tried everything and almost starved. An honest job, which I couldn't get, would have helped me to live right."

American, thirty-five: "My father died when I was seven and my mother when I was eleven. I was arrested for larceny at sixteen. It was caused by my love of money and the good times it can bring. I was sent to a reformatory for a maximum of ten years. Educationally the influence was good, morally it was bad. Bad companions and police persecution after release brought me to prison."

American, twenty-four: "My father drank. I attended school irregularly. I spent my child-

hood in a state institution for crime. I can say truthfully that if I had not been sent to that state industrial school I would have been more of a man than I am now. I did not know anything about crime when I went there, but when I was turned loose among over six hundred I soon learned tricks that I had never dreamed of. So there was where I met my fate."

English, twenty-seven: "Sending a kid to a juvenile institution ruins him. He will learn more crookedness in one month in a house of refuge than he would in all his life on the streets, and going from a house of refuge to a reformatory is like going from a public school to a high school."

Russian, twenty-six: "My father was a Russian revolutionist. I lost him when I was ten. I never attended school or learned the Ten Commandments. At nine years of age I was arrested for picking pockets when I was innocent. I was sent to a reformatory in Russia for six weeks. This is why I remained a criminal. I have served six terms in prison. An ex-convict can not do anything honest."

American, forty-three: "Want, ignorance and drink led me to my first crime at nineteen. I was sent to a reformatory. The influence was not beneficial. Never send boys under seventeen to any reformatory. The conditions are simply vile in all of them. The officials are

mostly good men but the morals of some of the boys contaminate the others in spite of any watchfulness of officers."

Italian, twenty-five: "I was brought up in an orphan asylum. At eighteen I was arrested for passing counterfeit money. The cause was ignorance of the law and of wrongdoing. I was sent to a reformatory for ten months. The influence was not beneficial. I could not get employment without references after being released. I am now serving my third term. A helping hand and less hounding by the police would have made me live right. The influence and teachings of reformatory and prison have done me more harm than good."

American, thirty-seven: "I had a drinking father who died when I was five, and five brothers and sisters who died in infancy, and a drinking stepfather. I was sent to a house of refuge at seven. I ran away when I was twelve and a half years old. I was hungry and stole. I was arrested and sent to a reformatory until I was twenty-one. The influence was not beneficial. I have served five terms in prison. All reformatories for boys are schools of degeneracy, vice and crime at present, and the worst boy outside will reach a lower depth when sent to one. No boy under age should be sent to prison for a first offense against property."

Russian, twenty-seven: "I was well educated. I was arrested at twenty-two for a crime I did not commit. I was sent to a reformatory where I just learned about crime. I couldn't get any work after being released. I met a number of acquaintances that I knew in E. and a life of crime commenced. Work when released from prison would have helped me to live honestly."

American, thirty-one: "I had a drinking father, and little schooling. At sixteen I was arrested for burglary with some bad companions. I was sent to a reformatory for two years. The influence was bad. Kindness is a boy's best teacher and a reformatory his worst."

American, twenty-one: "I am a high-school graduate. I was arrested for burglary caused by drink and bad company. I was sent to a reformatory. If I had never been sent to a reformatory I would not be doing time to-day. There are not five men out of a hundred that are sent to a reformatory but what return to prison."

American, twenty: "I was arrested at nine for assault. I was sent to a reformatory for eighteen months. If it were not for the reformatory I would not be in prison now. Judge Ben B. Lindsey has found the only way to reform criminals."

American, twenty-five: "I think there is a great mistake made in sending young boys and

girls to reformatories, for while there they learn things they would not on the outside. Therefore they become confirmed criminals."

German, thirty-five: "I went to the highest grade in school. I had an excellent home and good parents. At twenty-one I took what was not my own through ignorance of the law. I was arrested and sent to a reformatory. It was my undoing. It has made me what I am. I have served two terms in Huntington. My life was ruined."

American, thirty: "My parents separated when I was fourteen. I left school to help my mother. At nineteen I began to use liquor. I broke into a store, on account of drink and bad company and being discouraged in life. I was sent to a reformatory for five years. I tried to live right when I was released, but I had no money and no friends and was broken in health. If I had not been sent to a reformatory and there made to associate with bad boys and learn their various methods of doing bad deeds I don't think I would be in the penitentiary to-day."

American, forty: "I robbed a money drawer when twelve years old. I was sent to Elmira for two and a half years. It was the worst place I was ever in. I have served three terms in prison. Prison and reformatory will reform no man. He must reform himself."

American, thirty-three: "At sixteen I stole

because I needed money. I was given no advice or even a chance, but was sent to the county prison for one year. It made me a criminal. When I got out I could not earn wages to pay my board. Decent wages would have helped me to live right."

American, thirty-one: "I had a good education. I was guilty of forgery at twenty-four. I was sent to a reformatory for two years and three months. It was association with good people that might have reformed me, not contact with those of loose morals. I tried to live right when I got out but adverse criticism made it hard. I need real friendship. My only reason for not ignoring this is because Judge Lindsey's name tells me this may help. May good fortune go with the cause."

American, thirty-two: "My mother died when I was small. I began work when eleven. I never attended church or Sunday-school or learned the Lord's Prayer or the Ten Commandments. I was arrested at thirteen for fighting because of an insult to my sister. I was sent to prison for nine months. I was then put on my downward path. All my friends were against me and I was forsaken by all. I have traveled considerably and among all I met ninety per cent. were graduates from different reformatories and all influenced me to steal. I think it is there where professional thieves come from.

If some remedy were found to do away with these colleges of crime I think the rising generation would be useful men and women."

American, thirty-five: "I was an orphan at thirteen. I was sent to a house of refuge at ten years of age. I was sent to a reformatory at sixteen years of age. I mixed with all kinds of men and learned many bad things that I had not known of. Reformatories are the starting-point of a criminal's life. Ninety out of every hundred past inmates in reformatories are in the penitentiary to-day. You can go through a penitentiary and ask the boys there. They will tell you that the reformatory is the starting-point for a convict. I have served five terms in prison."

American, twenty-eight: "I attended school until fifteen. I was arrested on suspicion at eighteen. From then on I was classed as a criminal. I was sent to a reformatory for thirty-eight months. The influence was degrading. I tried to live within the law after my release but it seemed that I was disliked by every one after my first offense."

Canadian, fifty-seven: "I am serving my first term in prison for an assault caused by a dispute. Since I came to prison I have come in contact with a number of young men and I find that ninety per cent. of them are from some reformatory and all are crooks."

American, twenty: "The reformatory inmates of the present are the criminals of the future. Commitment to reformatories for misdemeanors and slight offenses is entirely wrong."

American, twenty-four: "I lost my mother at an early age and had a careless father. I left school at eleven. I was a newsboy, bootblack and messenger boy. I stole at fourteen and was sent to a reformatory until I should be twenty-one. The influence on me was not good. If I had had some good person to advise me and to help me out of bad company I do not think I would be in prison to-day for my second term."

American, twenty-three: "I had a drinking father, and a stepmother. I attended high school. At eight years of age I was sent to a reform school for petty larceny. I was there twice—four years and nine months in all. The influence was absolutely not helpful. To have received good advice and to have had good associates would have helped me to live right."

American, thirty-one: "I lost my mother at seven. A stepmother made home unpleasant. To have kept my mother until I was grown would have helped me most to live an honest life. At eleven years of age I was arrested for stealing and was beaten for it. Later I was sent to a reformatory where the influence was the worst in the world. Ill treatment at home and the constant reminders of what you are,

after you have been in prison, take all the good from a man. If more were trusted more would reform."

American, twenty-seven: "My mother died when I was six months old. A stepmother made home unpleasant. I had little schooling. My stepmother was the cause of my troubles. I was put in a children's home. I used cigarettes and liquor. I was sent to a reform school between eight and nine. I was there ten years. It taught me to be a crook. A good kind word would have helped me."

American, twenty-seven: "From what I can see all around me I should say that a reformatory makes first offenders professional criminals, and penitentiaries make anarchists or cause them to seek revenge. Kind treatment will tame an animal. Kindness will make a good man out of a bad one, but the treatment he now gets will make a brute out of him."

American, seventeen: "I had little schooling. I spent my evenings on street corners and in pool-rooms. My father would not support the family. I was a messenger boy. At nine years of age I was arrested for stealing. I was sent to a reformatory for eighteen months. The influence was harmful. I am in prison now for the second time."

Scotch, forty: "My first offense against the law was getting drunk at eighteen. I was sent

to a reformatory for eighteen months. I do not consider the reformatory beneficial. I think it makes more thieves than it helps. I also think that first offenders should not be allowed to mingle with hardened criminals in jail. When I got out of the reform school I tried to live right but officers of the law bothered me all the time. I have served two terms in prison."

CHAPTER XIII

THE PLACE AND WORK OF THE JUVENILE COURT

THE first juvenile court established by legislative enactment was opened in Chicago in April, 1899. The second one was opened in Philadelphia in June, 1901. Before this time whatever effort was made to separate children from adult criminals was purely voluntary on the part of individual judges.

Massachusetts had used probation by legislative enactment for many years, but it was rarely extended to children, and the fact that there were but two or three probation officers in Boston for all adults and children made the system one of parole rather than probation, which for children is rarely effective.

Chicago's Juvenile Court.—In Chicago, however, a small group of men and women had become deeply interested in devising a system which would remove children from the influences and associations of the prison and the criminal court and which would insure for each child individual, careful consideration. As a result of this Judge Harvey B. Hurd, an able law-

yer, a wise statesman and a father and grandfather, in 1899 drafted the now famous Juvenile Court Acts of Illinois. Judge Hurd gave the ripe experience of a remarkable life to planning this system of dealing with children. Familiar as he was with the courts and the children who came into them, he felt that the then existing method of procedure made criminals. To make conditions better for the children before he died was his earnest wish, and in his enthusiasm he gave days and weeks of his time to explaining his plan and the way in which he wished to see it carried out. Judge Hurd was wonderfully adapted for making an adequate system for the state to use in guarding the interests of childhood. He understood children. He loved them and knew them as few men do. Children and grandchildren had given him experience. He also was acquainted with the unfortunate children who were caught in the drag-net of the police system and day after day were imbibing the poison of criminal courts and prisons. Thus the combination of qualities which brought into being this method of caring for children was as rare as the method itself has proved to be good.

Juvenile Court Laws.—Two years after the establishment of a juvenile court in Chicago, that is, in 1901, juvenile court and probation laws were passed in Wisconsin, Pennsylvania and Kansas. Philadelphia had the

second juvenile court in the United States. In 1902 Maryland got the system. In 1903 six states passed acts establishing it. In 1904 it was adpoted in two more states. In 1905 juvenile court and probation laws were passed in eight other states, and in 1906 two additional ones secured this legislation. In 1907 laws modeled after those in use here were passed in England. Canada also adopted the system by parliamentary enactment, and Sweden, Norway, Germany, Austria-Hungary, France and Italy have all sent their representatives to America to study this system, and as rapidly as possible they are modeling laws after those in use here.

The conscience of the people has been aroused. Eyes have been opened, not only in America but in Europe, to the injustice that in the past has been done to helpless erring little ones, and the leaven of enlightenment is working in the establishment of new and efficient methods of caring for children. The consideration of what is best for each child is replacing the old-fashioned method of meting out punishment in accordance with the letter of a criminal code that may have been suitable a thousand years ago but that has long outlived its usefulness to-day.

The juvenile court and probation system has become an important and beneficent feature in the development of more efficient methods of

treating children who need care or guidance. This system was not adopted without opposition. Cases testing its constitutionality have been carried to the Superior Court and Supreme Court in Pennsylvania. The favorable decisions in these cases have strengthened the system everywhere and have given an added impetus to its adoption in other states.

The Supreme Court.—The Supreme Court of Pennsylvania put itself on record as sustaining the juvenile court and as considering it a court for protection and guardianship and in no sense a criminal court. The decision states that: "As the welfare of the state requires that children should be guarded from association and contact with crime and criminals, and as those who from want of proper parental care or guardianship may become liable to penalties which ought not to be imposed upon them, it is important that the powers of the court in respect to the care, treatment and control of dependent, delinquent and incorrigible children should be clearly distinguished from those exercised by it in the administration of the criminal law. After defining the powers of the court the act proceeds to direct how they are to be exercised in giving effect to its purpose, etc.

"It is not for the punishment of offenders, but for the salvation of children, and points out the way by which the state undertakes to save, not

particular children of a special class, but all children under a certain age, whose salvation may become the duty of the state in the absence of proper parental care or disregard of it by wayward children. No child under the age of sixteen years is excluded from its beneficial provisions. Its protecting arm is for all who have not attained that age and who may need its protection. It is for all children of the same class. That minors may be classified for their best interests and the public welfare has never been questioned in the legislation relating to them.

"To save a child from becoming a criminal or from continuing in a career of crime to end in maturer years in public punishment and disgrace, the legislature surely may provide for the salvation of such a child if its parents or guardians be unwilling or unable to do so, by bringing it into one of the courts of the state without any process at all, for the purpose of subjecting it to the state's guardianship and protection. The natural parent needs no process temporarily to deprive his child of its liberty by confining it in his own home to save it and shield it from the consequences of persistence in a career of waywardness, nor is the state, when compelled, as *parens patriae,* to take the place of the father for the same purpose, required to adopt any process as a means of placing its hands upon the child to lead it into one of its courts.

"When the child gets there and the court, with the power to save it, determines on its salvation and not its punishment, it is immaterial how it got there. The act simply provides how children who ought to be saved may reach the court to be saved. If experience should show that there ought to be other ways for it to get there, the legislature can, and undoubtedly will, adopt them, and they will never be regarded as undue processes for depriving a child of its liberty or property as a penalty for crime committed. As already stated, the act is not for the trial of a child charged with crime, but is mercifully to save it from such an ordeal, with prison or penitentiary in its wake, if the child's own good and the best interests of the state justify such salvation. Whether the child deserves to be saved by the state is no more a question for a jury than whether the father if able to save it ought to save it. If the latter ought to save, but is powerless to do so, the former, by the act of 1903, undertakes the duty, and the legislature in directing how that duty is to be performed in a proper case denies the child no right of a trial by jury, for the simple reason that, by the act, it is not to be tried for anything. The court passes upon nothing but the propriety of an effort to save it; and if a worthy subject for an effort of salvation, that effort is made in a way directed by the act. The act is but an exercise

by the state of its supreme power over the welfare of its children, a power under which it can take a child from its father and let it go where it will without committing it to any guardianship or any institution if the welfare of the child, taking its age into consideration, can be thus promoted. The true rule is: 'That the courts are to judge upon the circumstances of the particular case; and to give their directions accordingly.'

"There is no restraint upon the natural liberty of children contemplated by such a law, none whatever; but rather the placing of them under the natural restraint, as far as practicable, that should be but is not exercised by parental authority. It is the mere conferring upon them that protection to which under the circumstances they are entitled as a matter of right. It is for their welfare and that of the community at large. The design is not punishment nor the restrainment of imprisonment any more than is the wholesome restraint which a parent exercises over his child. The severity in either case must necessarily be tempered to meet the necessities of the particular situation. There is no probability, in the proper administration of the law, of the child's liberty being unduly invaded. Every statute which is designed to give protection, care and training to children as a needed substitute for parental authority and performance

of parental duty is but a recognition of the duty of the state as the legitimate guardian and protector of children when other guardianship fails. No constitutional right is violated, but one of the most important duties which organized society owes to its helpless members is performed just in the measure that the law is framed with wisdom and is carefully administered.

"None of the objections urged against the constitutionality of the act can prevail. The assignments of error are, therefore, all overruled and the order of the Superior Court affirming the commitment below is affirmed."

What, then, are the duties of the juvenile court and what should it do for the children?

The Dependent Child.—This court deals with the care, treatment and control of dependent, neglected, delinquent and incorrigible children. What is its duty to dependent children? No one dreams of transferring houses or land from one person to another without a record, and these records can be traced back to the first settlement of the county in which the transference takes place. Children are much more important than houses or land, and yet they can be transferred from the care of one person to that of another without any record or report of the matter being made. Any agency, whether responsible or otherwise, can put children where it pleases and there is no one to question the act. Many fam-

ilies have been separated and have lost sight of each other on account of this carelessness. In large cities the appropriations and equipment for this work are inadequate, and thus it is impossible to find proper homes for dependent children and to provide the supervision necessary for making sure that the homes found are satisfactory.

Children should be brought into court on the petition of any citizen who knows the facts about their circumstances. The child's parents should be obliged to explain their neglect and the state should exercise its authority in using whatever means are necessary for giving neglected children a fair and square chance. Probation for parents is necessary in such cases.

In the past many children have been placed in unsuitable homes. Justice and the protection of helpless children can only be secured by having every child placed in a home with the approval of the county court and by providing for the making of an accurate record of such placement and of any later change. Records of this kind are of the utmost importance and the court's approval would prevent much careless placing of children.

The Erring Child.—The delinquent child is one who commits offenses which in older persons would be regarded as crimes. The court's duty is to consider in each case what will best

prevent the recurrence of the offense, and as each case must be considered on its individual merits no rules can be made. Common sense, sympathy and insight into real causes are the qualities most needed for success.

Incorrigible Children.—This court also deals with so-called incorrigible children. Many of these are so named on account of their parents' desire to let the state support their children. Many are the children of careless and neglectful parents. Wisdom is needed in dealing with such cases. On account of the law requiring commitments to be made only through the juvenile court no child can now be sent from his home and made an expense to the state without thorough investigation. Due consideration is now given to the child's side of the case as well as to the parents'.

Truants.—Children who are habitual truants can be brought into juvenile court and placed on probation. The juvenile court in each county should have a record of all dependent children and where they are placed, of neglected children, of delinquent children, of incorrigible children and also of children who work.

Juvenile Court Not a Criminal Court in Pennsylvania.—The decision rendered by the Superior and Supreme Courts of Pennsylvania in sustaining the constitutionality of the Juvenile Court Acts is of the utmost importance in showing that

the state has not only the power but the duty of protecting its child citizens. In its clear statement that the juvenile court is not a *criminal* court, but a court for the protection and guardianship of children who require its protection, this decision removes the stigma attached to appearance in a criminal court. In the juvenile court the child who steals, the truant, the runaway and the vagrant child are considered as children needing treatment. It is more important to prevent continuance in wrongdoing than to inflict punishment on a child. It is necessary to consider children individually rather than in a mass. Punishment blindly inflicted usually avails nothing. Before juvenile courts and probation laws were passed children were appearing in every criminal court and were present in every prison. With no one to help them, no one to treat them differently from the crime-hardened adult, they entered the mill that grinds out criminals, and it was next to impossible for them ever to escape the meshes which entangle those who once sin against the laws. The child, already handicapped in many cases by bad influences and environment as well as by trial and imprisonment, met obstacles to the living of a good life that few could surmount. Hardened and embittered against society, these children's lives were turned to evil.

The juvenile court is the state's guarantee that

every child shall be given the chance to become a good citizen. Through this court the state has the authority to consider and provide for the child's future welfare at the time when the child is unable to guide his own life, or when weak ignorant parents have failed, or when perhaps criminal parents are guiding him into crime, or when orphanage and poverty or neglect have sent him adrift, a waif with no one to whom he is responsible.

A Hospital for Treating Moral Disease.—The juvenile court is a hospital for the treatment of moral disease. The probation officers are the nurses. The recovery of the patient depends in great degree on the accuracy of the diagnosis in each case and on the treatment it receives. The juvenile court has been the means of revealing conditions which no one realized so long as children's cases were not dealt with separately from those of adults. The report for one week in a large city shows what a vast work lies before those who would help these blameless but erring children. During this week there were arrested one hundred and ninety-seven children under sixteen years of age—seventy-four for larceny, forty-five for being runaways and forty for incorrigibility. Vagrancy, assault and malicious mischief were the causes of the arrest of the others. One hundred and eighty-two were boys and fifteen were girls. Seventy-five were Amer-

icans. Twenty were between eight and ten years of age, sixty-three were between ten and thirteen years of age and one hundred and fourteen were between thirteen and sixteen years of age. This particular week was under the average in the number of arrests made, and yet it would bring the number of juveniles arrested in a year to over ten thousand in just one city of America.

These are the children who are standing at the parting of the ways. These are the little ones who may be saved if they meet at this time a loving wise friend who will guide them and care for them. Before juvenile courts were established such children were either neglected until they had committed a more serious offense or they were sent off to reformatories. There was no system through which help could be given at the very first downward step.

The hospital having but one remedy for every disease would in these days be considered absurd. The juvenile court in which each case is not studied individually, in which home conditions and other conditions and motives leading to the offense are not studied and in which there are not a variety of agencies for helping children, may be compared to a hospital possessing a single remedy for all diseases. Such a condition might lead to the cure of a few, but it would be disastrous for the majority. This has been

the case with the methods of the past. This is why crime has increased, and this is why our prisons are full. The wide-spread idea that we must accept the situation and that crime and prisons are a necessity, that there is a criminal class made of different clay from the rest of humanity, has kept aloof the good men and women without whom these erring brothers and sisters of ours will never be saved.

Probation Work.—The juvenile court that does not have a corps of probation officers who are guided by a loving insight into child nature and who also have the ability to inspire in the child true standards of right living is almost useless. It is like a hospital without any nurses; and every one knows that in illness good nursing is more important than medicine.

A Juvenile Court.—The success of a juvenile court depends far more on the quality of its probation officers than on its judge. While the judge has the opportunity of impressing a child the few moments he is before him, real success in character building comes only in the old way. The reiteration of line upon line and precept upon precept is necessary and over it all must brood the spirit of love, without which no child can be helped. Probation work consists of character building, nothing more, nothing less. It is joining hands with God to lead His little ones to His fold.

The duty of a probation officer is not only to the child. It extends to helping parents. Good housekeeping, the qualities of a good home and the principles of child nurture must be understood by a good probation officer. Often ignorance of these things is the cause of a child's getting into trouble. No better foundation for probation work can be given than kindergarten training of a kind that brings into the foreground the study of a child's needs and development. The essential equipment for all who have the care of children is a knowledge of child nurture and a love of children. There are some individuals whose faith in human nature brings out the best in those whom they have under their care. They have sympathetic hearts and spirits consecrated to the service of uplifting childhood. The more difficult the case the greater is their interest in it. Patience, love, common sense, dignity and experience of life are essential to one who is to guide children and parents. No children are hopeless. Somewhere in the heart of each one is concealed a germ of goodness which may be quickened and grow to eternity, but which is often crushed by those who do not understand the delicate, sensitive nature of a little child. The juvenile court gives an opportunity never before afforded to study the needs of children. Under the old sys-

tem no separate account was taken of juvenile crime. It was but part of the criminal record which included all of every age who violated our laws. The sole duty of the court was to carry out the letter of the law by way of punishment.

Experience in thousands of cases in juvenile court and probation work has proved to the writer that in nearly all cases the children's presence in court is due to conditions over which they have no control. These conditions have been brought into being by the community in which the children live. They can be changed, and they will be as a result of the new light that has come to those who all over this country are coming in touch with the beginnings of crime.

The Next Step Forward.—Fourteen years have passed since the first juvenile court was held. To secure a law providing for a juvenile court system is but the first step toward the end and aim of those who designed this agency for child protection. There is no magic power in the law unless it is administered by those who are qualified through a sympathetic knowledge of child nature to understand how to help those who come into the courts. An experience of fourteen years has shown that it is very difficult for those who hold to the old idea of court procedure to adapt themselves to the new conditions. Such people seemingly can not realize

that children require utterly different treatment from that usually accorded offenders against the law.

A Juvenile Court Judge.—In an ordinary criminal court a judge must have a knowledge of law, of the penal code and the punishments provided for various offenses, and probity in administration. In juvenile cases other qualities are essential in a judge. Insight, sympathy with children, ability to appreciate causes and knowledge of efficient treatment for preventing the recurrence of offenses are all required. The problem a juvenile court faces is one of moral education, of home education for parents and of social education for child protection. It is admitted that the child in juvenile court has broken the law in some respect, but because he is a child he is not held as a responsible citizen should be held for knowingly offending against the law.

Notable men have made records as juvenile court judges which have attracted world-wide attention, but they are the exceptions. The average judge meets the responsibility placed on him as conscientiously as he can, but with the best intentions he commits woeful errors at times which bring disaster to the child. Such judges are being required to do a kind of service for which they lack the fundamental qualifications. A new standard for the children's judiciary must be set, especially in our large cities,

where the large number of cases is sufficient to warrant the appointment of an individual who can give this his exclusive attention.

Rural Districts.—Every county should have definite arrangements for the separate hearing of children's cases, but as such cases are comparatively few in number the same judge who hears other county cases must be required to take this responsibility also. To work out plans for the efficient care of every child under the conditions which must be met in the average county is of as vital moment as to perfect juvenile court administration in large cities.

The child in the country, the village or the small town deserves just as efficient help in being led from entering a criminal career as does the child in a large city. If crime is to decrease it can only be through not letting any child miss receiving the help which he needs at the time when it will affect his whole future. "Only a poor, ragged, unattractive waif, an infant derelict, the riffraff of humanity, a gutter snipe," say many men of these little ones. "Corral them and protect the world from their ravages." No one who has this view-point can ever properly administer a juvenile court. Only one who believes that each child is one of God's little ones, that however unattractive the exterior may be the germ of good is there, can ever meet the responsibility of a juvenile court.

Each child is an individual, not a case. When personal interest in each child ceases, when he simply becomes a case, the usefulness of the juvenile court also ceases.

The next steps forward which are necssary in juvenile court and probation work may be outlined as follows:

I. The system should be extended so that every county may be equipped for efficiently and promptly guarding and providing guidance for its erring and dependent children.

II. The court should be placed on an educational basis instead of being regarded as an instrument of correction or charity. Mothers as well as fathers should have a voice in the care of the children under its jurisdiction, for good mothering as well as fathering is the greatest need of most of these children. Wise mothers must take their part if crime in children is to be prevented.

III. It should be insisted that probation work be done only by those who have ability and love and patience in character building and in teaching home making to parents. The service of kindergarten teachers and good mothers as probation officers should be enlisted wherever possible, as they are qualified to bring out and develop the better nature of the child.

IV. A high standard of service should be insisted on in probation work. Constructive meth-

ods should be used in teaching honesty, self-control and obedience to law, and to this end there should be provision for the special training of probation officers and other workers with children in the science of child nurture.

V. Provision should be made for the organization of county juvenile court associations composed of fathers, mothers and teachers. These should cooperate with the courts in the care of children and in improving the methods of dealing with them through enlisting the aid of every local agency that will be helpful. The court's function is primarily judicial, and courts must have supplementary help in the care of children and in character building.

VI. A state probation commission should be provided for unifying and standardizing the work being done for children through the entire state. This should be done because, since the jurisdiction of the juvenile court extends to all neglected, dependent and delinquent children, the responsibility for the treatment of all of these now rests on the state. In consequence there should be a central official body to which county work should be reported and which should have supervision over all such work.

VII. The state probation commission should be linked with the state board of education by making the president of the latter or his representative an ex-officio member of the commis-

sion. The reasons for this are (1) that every child under the jurisdiction of the court is also subject to the provisions of the educational laws of the state and intelligent administration requires the cooperation of all educators; and (2) that the care of wayward children is an extension of the educational system and must eventually be assumed by it.

VIII. Accommodations separate from jails, either rooms or a building, should be provided for children awaiting a hearing. The management of these should be put under a county probation association and probation officers. The importance of having one administration over the children coming into court and the value of having the probation officer come first in touch with the arrested child make this course advisable. A place for studying the child is also thus afforded, and this opportunity is a valuable one for the probation officer who will afterward have the care of the child.

IX. Special small classes for erring children as part of the educational system of the state should be substituted for the present system of large reform schools which are independent of the school system. The moral education of the wayward child should be a part of the educational work of the state and it can be more efficiently handled if it is made a recognized part of that system. The grouping of hundreds of

wayward children together has been productive of moral contamination and in hundreds of instances has resulted in the confirmation of evil habits.

X. There should be state supervision over dependent children and records should be kept of the homes given them. There should be a law permitting the juvenile court to order the payment of children's board in family homes just as it may now order such payment in institutions. There should be enacted mothers' pension laws to prevent the breaking up of homes through the death of a father or extreme poverty. These pensions should not be administered by a department of charities.

Thorough knowledge of the present situation and persistent, faithful work in building up a system efficient in its methods of protecting and guiding unfortunate childhood should be the unending purpose of the real friends of children. Wayward and erring children can never be efficiently cared for until the responsibility for them is placed under educational direction in every state.

Juvenile courts and the probation system must eventually come under educational auspices because this work is confined to children under sixteen, because probation work is educational work, because insight into child nature is essential in deciding how a child may be helped and

because the children under juvenile court jurisdiction are also under the jurisdiction of the educational system. A single system under a single administration can best deal with all the questions of childhood.

The practise of arresting children should be abolished. Erring children should be reported to a committee selected from the best fathers, mothers and teachers in the community, and this committee should be made a part of the educational system.

By placing the study of disease in the care of specialists the United States has almost eliminated yellow fever and the hook-worm. By placing the entire system of child guidance and protection in the hands of specialists and holding them responsible for its thoroughness and efficiency the United States will, at a low estimate, save seventy-five per cent. of all wayward children. In the saving of these wayward little ones lies also the solution of the problem of crime prevention.

The Requirements.—Besides the court room in a juvenile court there should be a waiting room for the children, so that each child may be heard separately and quietly. It is injurious for children to listen to the cases that come before the court. The judge should sit as a chancellor, and so there is no reason for a jury, nor is there any reason for lawyers.

Procedure.—The procedure should be simple. It should not follow the plan of prosecution in criminal procedure. There should be no plea of guilty or not guilty. A probation officer who has made a thorough investigation of the child's history should give the facts to the judge. The child should be permitted to tell his own story. The parents also should be heard and any witnesses who may be necessary. The judge should explain clearly to the child the fault he has committed and why it should not be repeated. He should be kind and yet firm. He should also advise the parents as to their duty to the child, and make them realize that the state is interested in the child's welfare and for that reason gives them the help of the probation officer's care.

The child's own home is the first choice of a place for the child unless the home is of a criminal character. Every child should have an opportunity to improve under the moral stimulus and help given by the visits and interest of the probation officer, and patient, loving care should be faithfully given for months or years if necessary. Character develops slowly—too much must not be expected in a short time. The second choice of a place, if the child's home is unsuitable, is a home in some family, and the care and guidance of a probation officer should still be given the child. Reformatories and institu-

tions should be a last resort. The massing together of naughty children necessarily conduces to a greater knowledge of crime, puts a stigma on the child and decreases his self-respect.

Temporary Homes.—There should be places where a difficult child could temporarily be put among adults who would be specially adapted to study him, and if he is beyond parental control to stimulate and help him until he can return to it. The state can better afford to pay for care that will separate unmanageable children than it can to mass them into reformatories at the most impressionable period of their lives.

Boarding Homes.—There are many children who are homeless, who are old enough to work and can safely do so and be self-supporting, but who should be placed in families who will guide and advise them. A list of homes where such children may board should be kept in every city.

The ideal environment for a child is a family home. Such homes can be secured for children under a wisely managed system of placing them out as wards of the state, under the care and guardianship of representatives of the state. Institutions, save for temporary care, are injurious to children physically and morally, and except for emergency use their day is past. State boarding schools are necessary for the temporary care of wards of the state, until a suitable

home can be found for them with a family, but the stay there should be as brief as possible. Children taken from a very bad environment may require a longer period in such a school in order to make them desirable members of a family.

Probation Work.—Probation officers must possess high moral purpose, true and sincere character, a conception of the psychological development of the child and a real love for children. A probation officer is the trained moral nurse of the child and to obtain the best results must view the work from the spiritual standpoint. Recognizing that character is a plant of slow growth, and that the child's eternal future depends largely on the trend given in early years, the probation officer must work patiently, sympathetically and lovingly to bring out the best that is in the child. Maturity and breadth of view and a conception of child nature and its needs are requisites of good probation work. The officer should also view each child as a distinct individual. These qualities can never be secured when officers are political appointees. It should be remembered also that the system is absolutely dependent for its success on the quality of the probation work.

Training Schools.—The trained nurse in the sick-room has won recognition and is a necessity. Her intelligent work has saved thousands

of lives. The trained gardener can develop simple flowers until they possess a beauty and a perfection that no untrained care can secure. The trained father and mother also will bring their children to much higher standards mentally and physically than is possible with haphazard and untrained care. The trained probation officer, having also the necessary character and qualities as a foundation, will more efficiently meet the needs of children and more certainly guide them into safe and honorable paths than the best intentioned but untrained officer ever could.

COURT SENTENCES—WRITTEN BY PRISON INMATES.

American, twenty-three: "A strong will power would have helped me to be honest. If I was brought before a judge such as Judge Lindsey I might not have been a thief to-day. I only hope that Judge Lindsey meets with all the success in the world."

Irish, eighty-four: "If all judges were like Judge Lindsey this country would have no penitentiaries."

American, twenty-five: "If the government really wishes to reform its criminals and lessen crime let it follow Judge Lindsey's system. Give the beginners a fresh start and the results will prove satisfactory. To place a beginner among

those already deep in crime will hurt more than anything I know."

American, twenty-two: "I was left an orphan at eleven. I was sent to a protectory for one year as an orphan, two years for crime. I was alone in the world after escaping. Afterward I was sent to the Elmira Reformatory. Brutality never has any influence. The secret of achievement is to get child offenders before they enter any home or reform school. One kindness is far better than spending a thousand years in reformatories. Had I met a man like Judge Lindsey ten years ago it would have been different."

American, thirty-nine: "I had a good early home and education. I committed burglary at thirty-six because I had no work, no money and had to keep loved ones from starving and freezing to death. I was sent to prison for from six to seven years. If I could have obtained employment I never would have been where I am. What the country needs is more men like Judge Lindsey, men that money and graft can not buy, men that when they know they are right are not afraid to follow their own views and plans regardless of politics and threats from grafters, men who want to live and help others to live. Until then we need not look for any change."

American, twenty-nine: "My parents were divorced when I was three years old. My moth-

er died when I was ten. My sister went to an orphan asylum and I went to the streets. Bad companions and the lack of home influence led me to purse-snatching at thirteen. I was arrested and treated as a hardened criminal. No kindness was shown me. Having been forced to associate with criminals when I was a boy I naturally drifted into crime. I think the only way to save a boy is to treat him as a boy, not as a man. If the judges would remember that a boy is only a boy there would be fewer criminals."

American, twenty-six: "Many thanks to Judge Lindsey for the good he is doing for the kids. I wish he had got a hold on me when I was a kid."

"Give the world legislators and judges like Lindsey so men will have a chance to correct a mistake instead of being immediately thrown into prison to ruin a life and home."

"The present system of administering laws by judges, except Judge Lindsey, only makes criminals. Any man can and does make mistakes, and if given a small chance would never make the same one or a similar one again. Instead a man is thrown into prison for a long term, and so a criminal is created. Convict and criminal are distinct."

CHAPTER XIV

PROBATION THAT WILL SAVE WAYWARD CHILDREN

THE possibilities for the proper treatment of wayward children were greatly increased when in 1899 probation work was introduced as a part of the juvenile court system. For the first time a thorough investigation of the facts was made by a reliable person before the court hearing took place, thus enabling the judge to know better than was ever possible before what to recommend. For the first time it became possible to return a child to his home with provision for helping him and his parents to overcome the causes that had brought him into trouble.

Because probation work has been connected with the courts with their centuries of traditions it has been difficult to put it on an educational basis, without which it can not be thoroughly helpful. Tradition and custom are hard to overcome, and those who are experienced in the machinery of correction and punishment are not usually conversant with the needs of child life, and do not realize that the qualifications necessary in probation officers are entirely different

from those needful in policemen or court officers. Because of the selection of probation officers who are not prepared to inspire, guide and help children this part of the new system has been very weak in most places. Often the probation officer, even if qualified for the work, could not give good service on account of the large number of children entrusted to his or her care. On account of the failure to understand and recognize what qualifications are absolutely essential for effective probation service there will undoubtedly be a reaction against the probation system in those places where this work has been placed in unsuitable hands.

In these places the system may be declared unsuccessful when the real trouble lies in a failure to understand what probation work is. Probation officers should be selected by those whose lives have been devoted to child nurture and who will not cripple the service by giving office to those who need the salary but who lack the qualities that will save the children. Helping the children precedes in importance the conferring of a salary on the friend of a political leader or on some one who has influence.

The system is worse than useless, is farcical and inspires contempt for law unless probation is kept up to a high educational standard.

Qualifications Essential to Good Probation Work.—The first requisite for a probation offi-

cer is the ability to inspire love in a child and to gain his confidence. The second is a knowledge of the science of child nurture and an appreciation of childhood's needs. These things are best understood to-day by kindergarten teachers, good mothers and some school teachers. The third requisite for this work is patience and love for the work so great that no effort will be spared which will help the child.

The whole duty of a probation officer is character building. It is educational work of the most exacting and highest type. It is a religious work, because the power to overcome evil comes from God alone and no real building of character can be done without the foundation of dependence on God's help in keeping the laws of life. Probation work means teaching the child these laws as they relate to the incidents of his daily life, in simple language that he can understand. It means inspiring him with ideals of the man or woman he or she would like to be and helping him to form the habits which will lead to that goal.

No one can do work of this kind efficiently who goes into it primarily for the salary there is in it, or because it is a way to earn one's livelihood.

No one can do successful probation work who has not the time to establish close personal relations with each child, to get at his thoughts and

motives, to meet him on the plane of his own life, and with sympathetic insight into his difficulties guide him to the better way. This means that good probation work can not be done when one has too large a number of children to make it possible to give this individual attention to each child. Frequent visits and intimate acquaintance are required to influence the lives of children.

It goes without saying that no one can build character in others who has not first begun to build it in his or her own life. Probation to be successful must be recognized as education of the moral nature. With many it now seems to be regarded as the recommendation of some institution to which the child may be sent.

The test of good probation work is to be found in whether the children are helped to better lives in their own homes; whether they cease to do the things which brought them into court, whether in the year's work the proportion of children doing well goes over seventy per cent.

No one should be appointed for probation work who is not conscientious and consecrated to service to the children and with sufficient experience in life to command the respect of parents as well as children. Given these qualifications for officers there should be few rules and restrictions. Each individual finds his or her own method and should be free to work as each

case demands. *The result is what counts.* That can only be measured by accurate reports of each child, covering as much as six months or a year, sometimes even longer.

It takes time to overcome the habits and conditions that have led the child into trouble, and a probation officer should not expect steady advancement. There may be many setbacks. Limiting the probation of children to one month or three is unjust to the child and to the probation officer. If the work is to be well done it must be done from the heart. It ceases to be possible to do what one should for a child unless one exercises the same spirit of patience that good mothers do toward their own children.

Wherever the juvenile court and probation system has been adopted the probation officer holds the key which may open the door to better life for the child. Misunderstanding of child nature or neglect may close to him the door of opportunity. Whether or not wayward children shall be saved depends on the quality of the probation service.

Safeguarding the System.—While the majority of states have provided for this system by law, not one has yet safeguarded it at its weakest point. The bridge which is to carry the children over the point of greatest danger in their lives must be safe and strong or the system is worse than useless. The qualifications and work

of probation officers must be specified and provision must be made for the automatic removal of officers unless the work reaches a certain standard. Ordinary civil service examinations are of little value in determining whether or not one will be efficient in work of this kind. The experience of good mothers is of the greatest value and when available they should be enlisted in this service. The kindergarten teacher thoroughly trained in Froebel's philosophy has a foundation which is of great value. The school-teacher who has been successful in guiding the children under her care also has a good foundation for success in probation work.

So much of the work of a probation officer consists in the reconstruction of the home and the education of parents as to their child's needs that women are especially fitted for this service. They can come into closer relations with a child's mother than is possible for a man. Home making is primarily women's work and back of nearly every child's trouble lies some weakness in the home. It is impossible to help a child without taking his home into account. Friendly relations must be established there. As a trusted physician has the confidence of his patients so must the probation officer as a moral physician have the same confidence. Personality counts for much in one who holds such a position. The

probation officer who goes into a family armed with the statement that she is an officer of the court and that she must be obeyed has taken a tactless course which will never enable her to establish the relations necessary if she is to be helpful to the child and the home.

Training in Honesty.—At least half the children who are placed on probation have committed theft of some sort. Constructive training in honesty must constitute a large part of the work of a probation officer. Restitution should always be required. If it can only be made gradually it should still be required, for no lessen will sink deeper than this practical experience of effort in restoring what has been taken. The parents, too, should be made to see that justice demands the restoration of what their child has taken.

Items like the following cut from a daily paper show the extreme youth of many of the children who are brought into court. They are almost babies and yet they seem beyond the control of both their parents and the court.

"Joseph Guestis, six years old, was held under three hundred dollars' bail to-day for a further hearing by the magistrate, at the House of Detention, on the charge of larceny. The boy had appeared at the House of Detention six times before on similar charges. Yesterday, it is as-

serted, he broke into a stall in the market, with a false key, and robbed several cash registers. He also took eye-glasses, pencils and weights, it is said."

In nearly all cases of this kind investigation shows that the child has been used by older boys or men. It also comes out usually that he has had no definite teaching which would make him regard the property of others. In many cases he has never possessed anything of his own which others have respected. He has committed an act which if done by an adult would properly be styled burglary. The law, however, does not hold children of six as being responsible for such deeds.

Dealing with Theft.—A child about the age of the one just mentioned was so persistent in his appropriations of the property of others that parents and probation officers became utterly discouraged and took him to a noted kindergarten teacher to see what she could do for him. In her class lessons she told the children how to own things without having them in their hands. She asked them to look at beautiful things, then shut their eyes and think how they looked. They played this as a game, learning that that kind of possession was something no one could take away. She had a place for each child's things and taught them not to touch the belongings of others without permission. The rule of doing to

others as they would have others do to them was the key-note of all her lessons. She also told them stories of knights and their noble deeds.

One day the little boy came to her with a handful of things he had taken, saying: "I'm not going to do this any more. Knights don't take things and I know how to have things without taking them."

Patiently and purposefully this kindergarten teacher had put into the boy's heart a different ideal of boyhood and manhood. She had taken away the desire to steal. A piece of work like this is typical of the careful constructive work that must be done to save children. What she had accomplished was inestimable in value and efficacious in a way that the employment of fear can never be. "The policeman will get you"; "You will go to prison"; "I shall send you to a reform school"—these threats have often been held over children and have been actually carried out with fatal consequences to them. The child or man who refrains from stealing only for fear of the law has not advanced very far toward the achievement of character. The probation officer who gives that as a reason for doing right is appealing to the lowest motive of a child. Only the highest motives will count in the long run, only those will enable the child or man to resist temptation all through life.

Parents' and Teachers' Treatment of Dishonesty.—Crime against property is the one that is most common and which causes most anxiety for parents and teachers. They should not feel that a child is abnormal or criminal because he has taken things. They should not have him arrested or sent to a reform school. They should patiently and kindly teach the child what honesty is and what it means to be trusted and reliable. They should not put temptation in his way until he has become stronger. It is a fault which requires careful treatment, and parents and teachers can best give it.

There will be less stealing by boys and girls when it is recognized that honesty is not born into children, but that it is a lesson which parents must give to every child. The wrong act itself should be condemned, but the child should not be told he is wicked and hopeless. This distinction should always be made, for it makes it easier to help a child when he is not made to feel that he is wicked. To show that one expects better things of him, that such an act is unworthy of him, will be much more effective than to tell him he is depraved and wicked. A child who gets that idea of himself loses all incentive for doing better and feels that he might as well live up to the reputation given him. Very good people often make this mistake in dealing with children.

Hope and Encouragement.—A little ten-year-old boy was brought into a juvenile court one day before a judge who seemed to take the whole thing as a joke. When this little trembling child came before him he glanced at him and, without deigning to question him, said: "You were born a thief, you have always been a thief, you always will be a thief." What strength of character a child would possess who could rise above such a statement coming from one so far above him!

Our very first duty to children is to give them hope, to show them that good is expected of them, that though they have done wrong they can overcome it.

Immorality.—Immoral conduct is another fault with which probation officers must often deal. It is almost inconceivable that children should be guilty of the serious charges made against them. Here also the real causes of wrongdoing must be sought out. Often it is imitation of things they have seen. They are unfortunate in the fact that life has given them lessons so undermining. Again there is necessary the slow process of giving them a different ideal, of showing what is right, and this the probation officer must do. This becomes very difficult where the parents themselves are at fault, and in such cases it may be necessary to remove the child to a better environment.

Other Offenses.—Arson, assault and battery, truancy and murder are among the crimes which are attributed to children, but when the motives are traced it is often found that the child had no realization of the gravity of his offense. And in no cases do children have an adult's sense of responsibility. Children have been considered almost beyond the pale and in some way abnormal who have been guilty of these grave faults. Experience has proved that this is rarely the fact. They are usually normal children. It is entirely possible to help them and to prevent the recurrence of such acts. Again it is constructive work in character building which is the treatment needed.

Nine-tenths of all the children who are now given the benefit of probation work have in them the possibility of becoming honorable, law-abiding citizens. They are not criminal children or incorrigible children, they are children who have committed criminal acts and need wise guidance. What would it mean to America to save these wayward ones? It would mean simply that the supply of human derelicts to fill our prisons would be cut off at its source. There is no question of greater importance than that probation work shall have the same standing and study that the work of the physician or surgeon now has.

Efficient probation work can prevent crime.

Appointing men or women for this vital, sacred, far-reaching work on account of political reasons or for any reason other than fitness to save children is a crime against childhood and a fatal blow to a system which requires specialists in child nurture in order to make it efficient. Love, faith in childhood's possibilities, patience and tact, combined with ability to inspire children with the desire to do right, and to show them what is right—these must be the qualifications for entrance into this service. It is a profession requiring the consecration that leads a man to go into the ministry and the kind of character that is an inspiration to others. No place offers opportunity for greater service to childhood, to the state and to God.

The probation system and juvenile courts came into existence through the interest of men and women not officially connected with child saving work, but whose interest in children led them to an effort to improve conditions for them. The unofficial interest of good men and women is no less needed now that the system is established than it was before.

The Citizens' Initiative.—Helping wayward children before arrest and after they have been placed on probation is a larger task than can be done well without the cooperation of interested citizens. Probation officers whose whole time is given to probation work have not the opportu-

nity to give children many of the openings that come through the help of citizens organized for cooperation. Those who are not constantly meeting the problems of erring children come to them with a freshness and earnestness that are a great encouragement to those who have many children for whom they are responsible. The business man knows of openings for work, where interest may be manifested in and help given to the child. Representatives of the different churches help the children in many ways. A school so situated as to be away from influences that have proved harmful may be the saving of a child. Women who are able are often led to pay for such care through familiarity with actual cases. Those who can become friendly both to child and mother may be helpful. Where there is a representative organization specially formed to cooperate in saving children the way is much easier.

Personnel of Association.—A juvenile court and probation association in every county, recognized by the court and closely in touch with all its work, has been found a valuable factor in maintaining the highest standards of work. The association should have included in its directorate representatives from all the churches, besides business men and mothers. There are plenty of men and women who would be glad to help children morally if they knew about their needing it.

Their help can not be secured to any great extent except through the organization of county juvenile court and probation associations. These associations enlist the interest of most thoughtful and influential citizens whose help could not be purchased, but who will freely give it. The object of such associations is to promote the highest type of service to children and to extend and unify the system. It is a fatal error to work for the adoption of laws and then give no attention to their administration. Advances in nearly all cases are the result of the thought and work of those not officially or financially associated with the system. When those who are interested in helping wayward children are organized a force of inestimable value for service is gained.

The State Commission.—A state probation commission composed of men and women who believe in the newer ways of helping children and who can serve without pay is the center from which should radiate county juvenile probation commissions, the latter reporting at stated intervals to the state commission, and all working under uniform rules. The county association should be chartered by the court and should have special charge of all probation work. The selection of people properly qualified to be probation officers is an important service that such associations may render. Judges as a rule are better informed as to lawyers and legal spe-

cialists than as to those who are fitted to lead children. They are greatly helped by the recommendation of candidates who are fitted to do the work. In one city the judges have required all candidates to be endorsed by the county juvenile court association. Appointments have been made annually. This has made it possible to drop those, without bringing discredit to them, who have not measured up to the standard of work required. This is fair and just, for many good and earnest men and women fail to make good in helping wayward children, yet are useful in other kinds of work. The judge who has a county probation association and good probation officers may safely confine himself to the judicial part of the work, being sure that the other parts will be carefully and conscientiously done.

Cooperation of Churches—The cooperation of churches secured by county probation associations connects churches with home missionary work in a way that has proved of the greatest value to children as well as to the churches themselves, which wish to do the work that lies at their own doors. Character building is the work of the church. It must go out into the highways and hedges, and not only work for those who come within its circle. It must get into touch with those who need moral help and guidance. A certain church, learning of the need through its representative in the county proba-

tion association, put work benches in a large basement room and invited all the boys who had been giving trouble to come there. Part of the evening was spent in carpentry work, the other part in games and reading. The young men of the church took charge and they became more interested in the church because it was putting into practise its preaching. They, too, were helped by this opportunity to help others. Another church opened a house in a part of the city where there were many children and made it a center for them and their parents. Still another quietly supplied shoes and clothes for children who were truants on account of the lack of these things. Other churches have paid the whole salary of a probation officer. In many churches pastors have interested themselves in visiting children and parents, while their own outlooks have been broadened by seeing the conditions under which many children are compelled to live. The different denominations have thus united in a common service—Protestant, Catholic and Jew have joined hands in saving the children.

Mothers' Circles.—A mothers' circle represented in a county association has for several years paid for a wayward boy's education in a boarding school where he could have special care until he could support himself. Another mothers' circle for years has paid the salary of a probation officer and has cooperated with her in

helping the children. The cooperation of citizens is most influential in changing the conditions causing crime. It was on account of the light thrown on child life in cities by the juvenile court that playgrounds have been established. It is through the help of citizens that the sale of cigarettes to minors has been discouraged. It is through the help of citizens that saloons near schools have been compelled to close their doors. It is through citizens' cooperation that the states now having the best probation work have gained that position. Also through citizens' cooperation is preventive work being done that keeps many children from ever being brought into court. The more widely knowledge is spread concerning children whose lives are tending downward, the more widely recognition is gained for the fact that this is a problem concerning us all, by so much the sooner will wayward children receive the care that will prevent further wrongdoing.

If each neighborhood church were interested in learning about the life and conditions of the children in its district and would endeavor intelligently to meet their needs the work for child welfare would be evenly distributed. If each family would show some personal interest in just one unattractive wayward child it would lighten the burden of work now borne by a few. Instead of shunning street waifs and street boys a wel-

come must be given them, for how can they ever know better ways if they may never associate with those who have achieved better ways of living?

If there is no county juvenile association in your county, form one, and see how much there is for it to do. It is worth while to organize the best people of a county to help save the wayward children. Without organization the people who could help and the children who need the help never meet. The county probation association is the connecting link, and a most important one in providing means to help the wayward children. It should be at the right hand of every judge of a juvenile court.

Detention Houses.—The provision of a suitable place for caring for children who are awaiting hearings or who need the protection of the court is a necessity which should be met by every county. Incalculable injury has been done to children by sending them to almshouses, station houses and jails because these were the only available places open to them. In nearly all cases of delinquency children may be permitted to remain in their own homes until the hearing, their parents being responsible for their appearance. Where the home is respectable it is preferable that the child remain there rather than be taken to any other place. There are, however, cases where it is necessary to have a

place which is always ready to which children may be taken, where they will receive proper care and where they will not be subjected to associations and influences detrimental to their future.

Homeless children, children whose parents are drunkards, lost children, runaways, children held as witnesses, as well as erring children—all these require a place of this kind. It should be provided by every county. The expense will be the stumbling block which will be urged against it. Whatever it might cost, however, it would be an economy in the end. Only in counties having a very large urban population will it be necessary or desirable to have an entire house for the temporary care of such children. In other counties rooms should be provided in the home of some responsible person which should be suitably fitted for the purpose and kept always ready for use. The expense of renting such rooms would be small and a fixed rate for the board and care of children during the time they are there could be made. These rooms should be in the largest town of the county, and where the probation officer lives. It is desirable indeed that they should be in the same house with the probation officer. The rooms should be as homelike as possible, with no reminders of the prison, though escape should be inconspicuously guarded against. There is no county too poor

to safeguard its children in this way. There is no county where such provision is not needed. In one county known to the writer, where there is a city of the second class, the entire expense for one year is eight hundred dollars.

It is impossible to estimate the harm that has been done to children who have everywhere been sent to jails, station houses and almshouses, in association with adult lawbreakers of every sort, and kept there until the court released them as the directors of the poor found homes for them. Even innocent children desired as witnesses in some cases have been subjected to this ordeal. Pennsylvania has led all the states in passing a law compelling every county to provide rooms or a building apart from jails for children awaiting a hearing. The children in sparsely settled counties have been accorded the same protection from bad associations, through this regulation, as the children in the cities.

The first detention houses in large cities where hundreds of children need temporary care were erected in Philadelphia and Chicago. Other cities have rented houses which have been just as suitable for the purpose. The Philadelphia detention house was so designed as to include the court room and separate waiting rooms for witnesses. Small conference rooms are also provided where probation officers can have confidential talks with the children; and there is also

a room for physical inspection by physicians, a roof garden for outdoor play, a schoolroom with a teacher delegated by the superintendent of schools, a number of single rooms for children, baths and showers and provision for the complete separation of the girls' department from the boys'.

The detention house may be an ordinary dwelling house. It should have single rooms with good air and light, and it should be simply but neatly furnished. It is not wise to place children together to compare experiences. They may be together in the presence of the caretaker, but not otherwise. Acquaintance with the other children there is not to be desired or encouraged.

The child's first appearance in a detention house is a turning point in his life. He is frightened and in a state where it means much to secure the influence over him which will help later. The probation officer whose duty it is to learn all about the child and who will probably have the care of him afterward is the proper person to meet and talk with the child. The first step counts for much. The child's attitude toward his offense will be largely determined by the influence of the person who meets him and is in charge of him at a time when he is specially impressionable. The house and equipment are secondary in importance to the personality and

qualifications of those who make its atmosphere and its influence. It is the heart of the child that must be reached, touched and influenced. If that is not done nothing can make up for the failure. In order to do this one who assumes charge of a detention house must have a real love for children, a belief in their possibilities, unfailing sympathy, patience and ability to awaken their better nature. Combined with these qualities there must be ability to make the house homelike, orderly and well kept. Though the majority of children will be there but a few days, they may be epoch-making days in their lives.

The responsibility for the administration of the detention house is an important matter. In some places it has been given to county commissioners, but this is not satisfactory. It must be as far removed from politics as possible. It must have no tinge of the prison. It must be in charge of those who are abreast of the times in the newer views of child treatment. It is the receiving station for children whose cases require skilled and sympathetic diagnosis.

The most satisfactory administration should be secured by placing the supervision of county probation work and the county detention house under the direction of a county juvenile probation commission composed of men and women who believe in the newer methods of caring for

children and who will serve without compensation under the general direction of a state probation commission. The centralization of all child protection under a responsible, intelligent management makes for greater efficiency. The separation of the judicial function from the actual responsibility for the care of the children secures better results. By this system the interest of the best citizens can be secured and the plan can be used where judges have no time for other than the judicial part of the work. There are comparatively few counties that can have a special judge. Every county must adjust itself for undertaking the proper care of the children through using the judicial machinery already in use. This system can be organized in any county. Its success has been proved. Where no law provides for it, interested citizens may carry out the plan until its real value has been demonstrated. Wherever this has been done the county has eventually assumed the expense.

CHAPTER XV

A CHILDREN'S CHARTER FOR THE UNITED STATES

GREAT BRITAIN is the first nation which through its parliament has made a broad survey of the conditions affecting all the children of that nation, with a view to enacting measures which would best minister to the children's welfare. Education, health, treatment of the erring and the protection of all were the objects of the study made by an official commission. The result was the enactment of a Children's Charter. Doubtless improvements will be made from time to time, but here for the first time the general welfare of the juvenile population of the entire nation was made the subject of a careful survey by the highest public body of the nation.

What has been done in Great Britain could be advantageously followed in all other countries. In education we are doing something of the sort; various states are enacting educational codes to take the place of the unsystematic legislation of the past. The formulation of a carefully de-

termined code that meets the requirements of all is a great work that must vastly increase the uniform efficiency of the educational system. Such codes are being tested now to prove their working value, and when they are thoroughly tested improvements can be made wherever they are found necessary. But while education covers a vast portion of the general field of child welfare, the child's health covers another portion quite as important. State and local boards of health have already done much, but much more remains to be done in order adequately to safeguard the lives and health of babies, children and youths.

State boards of charities have followed a routine in their work for child welfare which leaves much to be desired if this work is to be brought up to the requirements of to-day. Congested districts, slums, mines and factories, moving-picture shows, cheap sensational theaters and trashy books all have an important influence on children.

A broad survey of general conditions has yet to be officially made in the United States. Various organizations have made partial surveys in some special fields, but these have not been sufficient to bring about conditions that will conserve the interests of all children.

The Congress of the United States would render a great service to the nation if it would pro-

vide for a commission to make such a survey with a view to meeting the needs of all children in the most efficient way. For this purpose such a commission should have as its members fathers and mothers who have given conscientious care to the bringing up of their own children, good and successful teachers, leaders in kindergarten work, physicians who have made a special study of children, leaders in baby-saving work, men and women who have successfully helped wayward and deficient children, business and professional men and women, those familiar with the immigrant problem and the problem of the healthful housing of families and others who have given broad study to the influences detrimental to the home and children. To make a study such as this that would be worth while would take time and money, but the result would pay many times over for all it would cost.

The need for broad, disinterested, constructive planning for the all-round welfare of all children is one that becomes very evident to those who have given any study to the subject. Every state should know all the conditions in the state affecting child life in order to undertake whatever measures are necessary for bringing all the laws and agencies affecting children into one complete, harmonious, efficient system. New measures and new practises should then be inaugurated as they are required.

No Correlation.—As it is now there are great gaps in some directions and great wastes in others. There is no correlation of the departments which have to do with different phases of child life, nor is there any authorized body whose business it is to know all the conditions of child life within the state. It is impossible for any legislature to determine intelligently, with little previous study of the subject and in the short time at its disposal, all that a state requires in the way of provision for child welfare. Antiquated institutions and methods continue in use because there is no one whose duty it is to learn if there are not newer and better ways of meeting some special need.

Views concerning the care of children have advanced so far beyond those of the last century and the needs of the country are so different that the whole question of child welfare should everywhere be considered and an adequate, up-to-date and comprehensive system be adopted.

Better Opportunities.—One of the greatest changes has come to those who were once called dumb because they were deaf. It is now known that no child need be dumb, but that he can be taught to speak and to receive his education in the common schools. Yet, while this fact has been proved, the majority of deaf children are

still sent to state institutions, which do not take them before they are eight years old.

The years in which the normal child most easily learns language should be utilized in teaching the child handicapped by deafness. As it is, few are provided with the opportunity to develop the ability to speak at the normal age. And yet the isolation of the deaf from companionship with people of normal hearing is not desirable and is no longer necessary.

It would be the province of a child welfare survey commission to report such needed changes of method to governors and legislatures, courageously laboring for the welfare of children no matter how this may affect methods and institutions at present in use. Antiquated methods and institutions should everywhere have their places taken by newer and more efficient ones. Every state has provided in some way for the care of its blind children. Now that the causes of blindness are known every state should, through its boards of health and education, let these causes be known and as far as possible introduce measures that will prevent them. This is much more important than the care of the blind.

A child welfare survey commission would be informed as to every condition affecting children in every part of the state. It would thus be able

to advise the legislature by clear reports of needed improvements as well as actual conditions. The state owes more to its children than it has yet given them. A careful study should be made of the results of what it is already doing for them. Purposeful, well considered, consecutive work should be undertaken to strengthen weak places in whatever ways will redound to the better development of the children. The personnel of legislatures changes rapidly and legislators themselves are usually entirely uninformed as to what the state does or does not do for its children. Thus the help that could be given by a permanent child welfare commission would be invaluable. With the best intentions in the world no legislator has the time to inform himself fully on every bill that comes before him. It takes years to learn all that is involved in the question of child welfare in a great state. The lives, health, education and character of our future citizens are all at stake. That state will be great and strong and rich which is prodigal of thoughtful consideration and protection for all the needs of its children.

Child Welfare Commissions.—The need for a child welfare commission in every city is shown almost daily through incidents which are continually arising in regard to children. Those who have given much thought to children know

these things to be injurious and they could easily be prevented if there were a child welfare commission studying all that occurs in its relation to the child. For instance, a policeman in a large city recently arrested five or six children under eight years of age for selling chewing-gum on the streets on a summer evening. They were taken in a patrol wagon to a detention house, kept over night there and arraigned before a magistrate. If they had been guilty of any crime the procedure would have been exactly the same. They had violated a city ordinance designed for child protection, and the policeman under the law was justified in making the arrests because there had been no ruling which would enable officers to enforce the ordinance in other ways than by the arrest of babies. There are right ways and wrong ways of attaining the same result. In this case the wrong way defeated the purpose for which the ordinance was passed and subjected the children to treatment as harmful as selling gum on the street. The police should be instructed not to arrest children under twelve for violating city ordinances. They should take the children home and order their parents to appear in juvenile court to answer for them. Children should not be confined in any detention house for the violation of city ordinances.

No general scheme for child protection is com-

pletely thought out to its completion. On the other hand, such thought is not the business of the police department nor can it be expected that without suggestion from any source policemen will naturally do what is best for the children. One large American city maintains, for the placement and oversight of all its dependent waifs, a subsection of the Department of Health and Charities in charge of one man who receives a salary less than twenty-five hundred dollars the year and who has at his disposal six hundred dollars the year for the expense of placing children. Could such a condition continue if this city had a child welfare commission supervising and studying all the conditions of childhood?

Saving the wayward child can only become an effective process through a thorough study of the conditions causing waywardness, the removal of such conditions and the provision of education that will teach each child what is right in such a manner as will give him the desire to do right. The wayward child has proved to be one of the greatest factors making for the so-called criminal class of society. When one knows the conditions that many of the men and women in prison have had to endure in youth, and when one learns of the lives of the children who come into the courts one can no longer wonder that the ranks of crime are always full.

One can only wonder that the world has not sooner learned that what one sows one reaps, that neglect and wrong treatment during the most impressionable years of life are bound to bear their legitimate fruit in untrained and uncontrolled manhood and womanhood.

When one sees arid land blossom and bear a rich harvest, when one sees the vast increase in the production of corn and wheat to the acre made possible by the introduction of intelligent cultivation, one must grant that in the cultivation of the human plant there are equally great possibilities for improvement. To prevent waywardness in children is better than to spend one's efforts on trying to save them after they have become wayward.

The many causes that have conduced to make the wayward child a problem in the home, the school and the community have been shown in previous chapters. These causes are many and varied and only by concerted and constructive effort can they be removed. Measures which will go far toward preventing waywardness are:

I. The education of parents in child nurture and home making.

II. The education of all teachers in the proper methods of treating wayward children.

III. The better adaptation of our educational system to children's natural interests.

IV. Better provision for the care of orphans and of children who for any other reason are deprived of home care.

V. The abolishment of the congested districts and slums in our cities.

VI. The provision by city, state and nation of adequate means for the promotion of child welfare in all its phases.

In addition boys and girls should receive education that will give them high standards of marriage and of home making. Parent-teacher associations in schools can be made valuable centers for education in child nurture. Parents' associations in churches can also be made valuable if they are used for teaching parents how to develop the spiritual life of their children and how to make their children apply the laws of life in their daily lives.

The guiding force of every life is the spirit. The value of the earliest years of life for instilling principles which will shape the child's whole future is rarely realized as it should be. Certainly the solution of the problem of crime lies in constructive work for little children and in the protection and guidance of all those who need help.

What the United States will become depends more on the character and ideals of those who are boys and girls to-day than on the currency question, the tariff adjustment or the enforce-

ment of the Monroe Doctrine. Citizens are in the making everywhere. Whether they will attain their highest possibilities or whether their lives will be wrecked and they will become a burden to the community depends on the attention and care that are given to the study of child nurture and child welfare in home, church, school and state. There are no babies who are born criminals. There will be few men and women who will choose a criminal life when every condition affecting children is adjusted so as to enable them best to develop their God-given possibilities.

THE END

INDEX

INDEX

ADULT MISTAKES: that make criminals, 93, 94, 95, 96, 97, 98; prison inmates give results of sending boys to prison, 100, 101, 102, 103, 104, 105; in criminal procedure, 159, 160, 161; treatment of girls, 162; children in prisons, 163; reform schools, 185, 186; build professional criminal class, 166; making new crimes, 174, 175; in cities, 176, 177, 178; massing erring children together, 179, 180, 181; the institution child, 187.
ARRESTS OF CHILDREN: number of, 4; for vagrancy, 75; abolishment of, 226.

BARLEYCORN, JOHN, value in study of child welfare, 5.
BOY SCOUTS, 43.
BUREAU OF EDUCATION: provides reading courses for boys and girls, 43; Home Education Division, 134, 135, 136.

CHILD WELFARE COMMISSIONS: why needed, 262, 263.
CHILDREN'S CHARTER, 257.
CHILDREN'S READING, 39, 42, 49, 50, 96.
CIGARETTES, 7, 37, 39, 48, 50.
CITIZENS' INITIATIVE, 245.
COFFMAN, DR. LOTUS D., quoted in regard to personnel of U. S. public school-teachers, 113, 114.
CONSTRUCTIVE MEASURES, 265, 266.
COOPERATION OF CHURCHES, 248, 250.
CORRELATION REQUIRED, 260.
COVERT, MRS. E. E., quoted, 139.
CRISIS IN CHILD'S LIFE, 3-5.

DANGERS TO CHILDREN: playing truant—street play—picking coal on railroads—no social life at home, 6, 7; from reform schools, 57; from separation of parents—parents responsible for same, 51; from cigarettes, 7; lack of love, 26, 27, 28, 30, 31, 32, 48; fear of parents, 28.
DEAF CHILDREN, 260.
DEDUCTIONS FROM FACTS GIVEN, 114, 115, 116.
DETENTION HOUSES, 251, 252, 253, 254, 255, 256.
DRINKING PARENTS, 29.

GIRLS: treatment in courts, 162.
GUARDIANS: needed for children of divorced parents, 53, 54, 60; state's cognizance of need of guardians, 63; mothers natural guardians, 81; mothers' pensions make it possible to appoint mothers as guardians, 82, 83, 84; could prevent murder, 85.

HALL, G. STANLEY, quoted, 117.
HOMELESS CHILDREN: two-thirds of prison members homeless children or worse, 73; care of, 74; state's obligation to, 76-78; statistics of prison inmates who were homeless children, 79, 80.
HOOKWORM, disease prevented by discovery of, 2.

JUVENILE COURT: study of 10,000 children, 34; runaways, 39; nine-tenths boys, 41; children taught to steal, 63, 64; placing children in families, 77; children in juvenile courts—school children, 106; new view of children's offenses, 119; work of a juvenile court and probation association in prevention of crime, 128; concerning first juvenile courts, 204, 205, 206; the dependent child in, 211-225, the erring child in, 212; incorrigible and truant in, 213; cases brought into, 215; treatment required for successful administration, 217; probation work in, 217; equipment required, 218, 229, 233, 234, 235, 236, 238, 239, 240, 241, 243, 245, 248; qualifications of judge, 220; application of juvenile court methods in rural districts, 221; must be on educational basis, 222; state supervision of probation work, 223; detention houses for children awaiting hearing, 224; procedure in juvenile court, 227; safeguarding system, 237.

LEGISLATION: remedial, 64; effects, 65, 69; concerning marriage and divorce, 77; mothers' pensions, 85.
LOMBROSO, reference to theory of, 35.
LONDON, JACK, in life story gives causes of children's offenses, 5.

McKENTY, ROBERT J., quoted, 21, 72.
MOTIVES OF OFFENSES, 244.

NORMAL CHILDREN: nine-tenths arrested are, 35; National Congress of Mothers and Parent Teacher Associations provides reading, 43; plan for education in child nurture, 46.

OCCUPATIONS—WORK: regulation of, 61-66; street trades, 62; effect of legislation on, 65; habit of work, 68; work certificates, 69; necessity for work, 70, 71; prison inmates emphasize children's need of, 71.

PARENTS: responsible for arrests, 7; responsibility for other's children, 10; how all can help, 10; must be informed as to temptations to youth—must combat them—parental neglect, 16; parents' misunderstanding, 26; inefficiency of, brings children into juvenile court, 34; parents' mistakes, 39, 40, 41; duty of concerning purity, 44, 45; parental ignorance, 46; helps to, 46; parental desertion, 58, 59; divorce, 52, 53; irresponsible parents, 182, 183, 184; treatment of dishonesty by, 242.

PARENT TEACHER ASSOCIATIONS, purpose of, 46, 87, 267.

PLAYGROUNDS, 67.

PREVENTION: TREATMENT NEEDED FOR: when needed, 16; to prevent impurity, 45.

PRISON INMATES: causes of crime given by, 15, 18, 25, 30, 31, 32, 33, 41, 47, 53, 54, 55, 56, 57, 58; influence of jails on, 18, 19; lack of parental care, 73, 88, 90, 91, 92; effects of liquor and saloons, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157; effects of the reform school, 188, 189, 190, 191, 192, 193, 194, 195, 196, 198, 199, 200, 201, 202, 203; court sentences of children, 230, 231, 232.

PRISONS: conditions in, 169, 170, 171; political control of, 172; needed changes, 172.

RELEASED PRISONERS: difficulties of, 167; help in restoring to useful citizenship, 173.

SCHOOL LIBRARIES, 43.

SCHOOLS: bearing of schools and curricula on juvenile delinquency, 107, 108, 109, 110, 111; trade schools, 111; relation of, to truancy, 125; opportunities of schools in prevention of crime, 128; education given concerning alcohol, 138.

SCHOOLS AS SOCIAL CENTERS, 142.

TEACHERS: one teacher's method, 108, 109, 110; authority of, 112; methods of discipline, 112; qualifications for good teaching, 115; married women as teachers, 116; need of men and women in direction of educational system, 117; educators qualified to guide way-

TEACHERS: continued.
ward children, 119; faults every teacher encounters —how to meet, 126, 127; message to young teachers, 129; how to win success, 130; dealing with children who lie and steal, 131; parents' cooperation with, 133; treatment of dishonesty, 242.

UNITED STATES IMMIGRATION COMMISSION, parents should read report of, 45.

WAYWARDNESS REMEDIABLE: wayward child—relation to problem of crime, 1; not fundamentally different from other children, 1; who should deal with, 3; qualities required in dealing with, 2.

WORKS, SENATOR: proposes constitutional amendment prohibiting manufacture and sale of liquor, 139.

The Childhood and Youth Series

THE Childhood and Youth Series is the first systematic attempt to give to parents, teachers, social workers and all others interested in the care and training of the young, the best modern knowledge about children in a manner easily understood and thoroughly interesting. The various volumes present in popular style the results of research in every phase of child-life, every topic being handled with strict scientific accuracy, but at the same time in a simple, concrete and practical way.

Special emphasis is laid on the everyday problems arising in the activities of the home and school, the street and places of work and amusement. Each subject is discussed by a prominent authority, competent to deal with it alike in its scientific and practical aspects. It has been constantly borne in mind by the author of each volume that the Childhood and Youth Series is intended primarily as a guide for parents and teachers.

Much of the literature that we have had in the past dealing with such subjects has had no popular appeal or application. It has been dry, technical and unintelligible for the average mother —uninteresting to her, at least. The Childhood and Youth Series, however, is not academic in any respect; it is intimate and confidential, the authors taking the attitude of friends and advisers and their style having all the characteristics of convincing heart-to-heart talks. If they are always scientific, they are also always sympathetic.

In the general field of the child's welfare and progress in mind, body and emotions, the practical results of the latest scientific study are set forth in clear and graphic form.

Questions of many and widely varying kinds are considered —questions which come up every day in the home and in the school and which parents and teachers find it difficult to answer. The problems of food, nutrition, hygiene, physical defects and

The Childhood and Youth Series

deficiencies, nerves and nervous energy, sleep, stimulants and narcotics, etc., receive careful treatment. The intellectual phases are considered in other volumes, devoted to perception, memory, reason and the imagination. Such emotions as fear, anger, pride, shame and the like are adequately treated.

In matters that have to do with the child's moral and social well-being, all the latest theories are tested and explained. The causes and prevention of juvenile delinquency receive fullest consideration.

All the aspects of a rational education based on the nature and needs of childhood claim attention here.

The various types of schools, the various methods of teaching particular subjects, the relation between work and play, learning and doing, the school and the community, are discussed for the benefit of parents and teachers.

Another group of volumes deals with special traits of childhood and youth,—their reading and dramatic interests, clothes and personal appearance, the use of money, etc.

The entire series is under the general editorship of Dr. M. V. O'Shea, Professor of Education, University of Wisconsin, and probably the best and widest known authority on educational subjects in America.

Every book in the Childhood and Youth Series is of value to the parent who wishes the best for his child and to the teacher who is seeking higher efficiency.

The Bobbs-Merrill Company

Publishers, Indianapolis

AUTHORS OF BOOKS IN THE

CHILDHOOD AND YOUTH SERIES

SARAH LOUISE ARNOLD
Dean of Simmons College, Boston; author of Waymarks for Teachers, Stepping Stones to Literature, Etc.

J. CARLETON BELL
Professor of the Art of Teaching, University of Texas; Managing Editor, The Journal of Educational Psychology.

FREDERICK ELMER BOLTON
Dean, School of Education, University of Washington; author of The Secondary School System of Germany, Etc.

MARY MARTHA BUNNELL
Instructor in Home Economics, University of Wisconsin.

C. WARD CRAMPTON
Director of Physical Education, New York City Public Schools, author of Physiological Age.

JESSE B. DAVIS
Principal of Central High School, and Vocational Director, Grand Rapids; author of Vocational and Moral Guidance.

JASPER NEWTON DEAHL
Professor of Education, West Virginia University.

J. CLAUDE ELSOM
Assistant Professor of Physical Education, The University of Wisconsin.

J. J. FINDLAY
Professor of Education, University of Manchester, England; author of Arnold of Rugby, The School, Etc., Etc.

ARNOLD L. GESELL
Department of Education, Yale University; author of The Normal Child, Primary Education.

MICHAEL F. GUYER
Professor of Zoology, The University of Wisconsin; author of Animal Micrology.

COLONEL L. R. GIGNILLIAT
Superintendent The Culver Military Academy, Culver, Ind.

WILLIAM HEALY
Director Juvenile Psychopathic Institute, Chicago; Associate Professor of Nervous and Mental Diseases, Chicago Policlinic; Instructor Harvard Summer School.

W. H. HECK
Professor of Education, University of Virginia; author of Mental Discipline and Educational Values, Etc.

The Bobbs-Merrill Company

Publishers, Indianapolis

AUTHORS OF BOOKS IN THE

CHILDHOOD AND YOUTH SERIES

FLORENCE HOLBROOK
Principal of the Forestville School, Chicago; author of Round the Year in Myth and Song. Studies in Poetry, Etc.

DAVID STARR JORDAN
Chancellor of Stanford University; author of Care and Culture of Men, Footnotes to Evolution, Etc., Etc.

C. A. McMURRY
Director of Normal Training, Superintendent of Schools, DeKalb, Illinois; author of A Series of General and Special Methods in School Work.

JUNIUS L. MERIAM
Professor of School Supervision, University of Missouri; author of Normal School Education, Etc.

JAMES T. NOE
Professor of Education, University of Kentucky.

RAYMOND RIORDON
Director of the Raymond Riordon School, on Chodikee Lake, N. Y.; author of Lincoln Memorial School—A New Idea in Industrial Education, Etc.

WALTER SARGENT
Professor of Art Education, University of Chicago; author of Fine and Industrial Arts in the Elementary Schools.

FRANK CHAPMAN SHARP
Professor of Philosophy, The University of Wisconsin; author of Shakespeare's Portrayal of the Moral Life, Etc.

ALFRED E. STEARNS
Principal of Phillips Academy, Andover, Mass.; author of various articles in the Atlantic Monthly, Outlook, Etc.

WINTHROP ELLSWORTH STONE
President Purdue University; Member of the Indiana State Board of Education.

THOMAS A. STOREY
Professor of Hygiene, College of the City of New York, Secretary Fourth International Congress on School Hygiene.

M. H. STUART
Principal Manual Training High School, Indianapolis.

BLANCHE M. TRILLING
Director of Women's Gymnasium, The University of Wisconsin.

GUY MONTROSE WHIPPLE
Assistant Professor of Educational Psychology, Cornell University; author of Questions in Psychology, Etc.

The Bobbs-Merrill Company
Publishers, Indianapolis

The Childhood and Youth Series

NATURAL EDUCATION

Mrs. Stoner explains the methods by which she made her daughter "the best developed child in America" mentally, morally and physically; the simple yet astonishing methods which make for the health, happiness and wisdom of any normal child.

By MRS. WINIFRED SACKVILLE STONER
Director-General Women's International Health League

LEARNING AND DOING

The way to learn how to run an automobile is by running it. Professor Swift shows how this practical principle may be applied to history, literature and language-study. A book that breaks up monotony in teaching, stirs enthusiasm, makes the parent and teacher see the child's point of view.

By EDGAR JAMES SWIFT
Professor of Psychology and Education, Washington University; author of Mind in the Making, Etc.

THE CHILD AND HIS SPELLING

Can your child spell? Business and professional men think the children of this generation poor spellers. What's the trouble with the way spelling is taught at home and in school? The authors of this book make a simple but scientific analysis of the whole question.

By WILLIAM A. COOK
Assistant Professor of Education, University of Colorado; and
M. V. O'SHEA
Professor of Education, University of Wisconsin

THE HIGH-SCHOOL AGE

The "teen age" is the critical age, the dangerous age of adolescence, when the future of the child's life is largely determined and the bending of the twig inclines the tree. Professor King here shows parent and teacher how to solve the difficult and all-important problems of this crisis.

By IRVING KING
Professor of Education, University of Iowa; author of Psychology of Child Development, Etc.

Each volume with Special Introduction by the General Editor, M. V. O'Shea, Analytical Table of Contents, Carefully Selected Lists of Books for Reference, Further Reading and Study, and a Full Index.

Each, 12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company
Publishers, Indianapolis

The Childhood and Youth Series

THE WAYWARD CHILD

A practical treatment of the causes of juvenile delinquency and methods of its prevention, by one who has extensive experience in dealing with the young.

By MRS. FREDERIC SCHOFF

President National Congress of Mothers and Parent-Teacher Association; President Philadelphia Juvenile Court and Probation Association; Collaborator, Home Education Division, Bureau of Education

FEAR

A comprehensive, concrete discussion of (1) psychology of fear; (2) varieties of fears found normally in childhood and youth; (3) ways in which fears are expressed and their effects; (4) treatment of fear in home and school.

By G. STANLEY HALL

President Clark University, Worcester, Mass.; author of Adolescence, Educational Problems, Etc.

SELF-HELP

Practical aid to parents and teachers in teaching children to do things for themselves, written by a mother, teacher and keen student of Madame Montessori, Froebel, Pestalozzi, et al.

By DOROTHY CANFIELD FISHER

Author of A Montessori Mother, English Composition of Rhetoric. Etc.

THE USE OF MONEY

How to train the young to appreciate (1) what money represents in labor and privilege; (2) how it may best be expended.

By E. A. KIRKPATRICK

Head of Department of Psychology and Child-Study, State Normal School, Fitchburg, Mass.; author of Fundamentals of Child-Study, The Individual in the Making, Etc.

THE BACKWARD CHILD

A volume dealing with the causes of backwardness among children and also the technique of determining when a child is backward, and practical methods of treating him.

By ARTHUR HOLMES

Dean of the General Faculty, Pennsylvania State College; author of The Conservation of the Child, Etc.

Each Volume With Special Introduction By the General Editor, M. V. O'Shea, Analytical Table of Contents, Carefully Selected Lists of Books for Reference, Further Reading and Study, and a Full Index.

Each, 12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

THE best-developed child in America, Winifred Sackville Stoner, Jr., could speak several languages and wrote for newspapers and magazines at the age of five, and yet retained all of the characteristics of a healthy, playful child.

At the age of nine she passed the college entrance examinations, and now at twelve, she has mastered eight languages, has written nine books, is a teacher of Esperanto, an accomplished musician, and is stronger physically than the average child of her age.

She is not a GENIUS nor a WONDER CHILD, but simply a NORMAL CHILD WELL DEVELOPED through a system of NATURAL EDUCATION invented by her mother, Mrs. Winifred Sackville Stoner, from whom she has received her training.

Any mother can do for her child what Mrs. Stoner has done for her daughter, if she employs Mrs. Stoner's methods.

Any mother can learn Mrs. Stoner's system from her book, in which she analyzes, outlines and describes her entire plan as carried out during the education of her daughter from the cradle to her tenth year.

Natural Education

By WINIFRED SACKVILLE STONER

Director-General Women's International Health League

is a book which every parent should read and study as one of the first duties of devoted and successful parenthood.

Like all the books in the famous Childhood and Youth Series, Natural Education is provided with a special introduction by the general editor, Dr. M. V. O'Shea, of the Department of Education in the University of Wisconsin, an analytical table of contents, carefully selected lists of books and magazines for reference, further reading and study, and a full index.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

THE "teen age" is the critical age. Boys and girls cause parents and teachers more anxiety between thirteen and twenty than at any other time. That is the period of adolescence—the formative stage, the high-school age, the turning point when futures are moulded.

It is, at the same time, the period at which the boy and the girl are most baffling and difficult to handle; when an ounce of diplomacy can accomplish more with them than a pound of dictum.

As a specialist and an authority, Professor Irving King has prepared a veritable handbook on parental and pedagogical diplomacy which will ease the way of parents and teachers in dealing with children during the formative period and lead to far better results. He devotes special attention to the question of co-education and the question of handling mature, maturing and immature children of the same age. He clears up the problems so confusing to the adult mind and offers helpful suggestions.

The physical changes which take place during the early adolescent age; the intellectual and emotional developments which parallel them; and questions of health and school work as well as practical matters pertaining to the conservation of the energy and efficiency of high-school pupils are given full consideration in

The High-School Age

By IRVING KING

Assistant Professor of Education, University of Iowa; author of Psychology of Child Development, Etc.

No parent or teacher can read this work without feeling a keener appreciation of the vital period in the child's life and without being assisted to a better understanding of how to deal most wisely with the boy or girl who is passing rapidly from childhood to maturity.

THE HIGH-SCHOOL AGE is one of the books in the CHILDHOOD AND YOUTH SERIES, undoubtedly the most important collection of practical educational works for parents and teachers ever produced in this country. As a guide for the home or school it is unexcelled.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

CAN your child spell? Spelling takes more attention in the home than almost any other subject taught in the schools. The drills and practice exercises, the daily preparation for subsequent work in the class-room call for the parent's co-operation.

No subject taught in the schools requires more individual attention than Spelling, on the part of the teacher, who is continually confronted with new problems as to how best the subject may be presented to meet individual differences on the part of pupils.

William A. Cook, Assistant Professor of Education in the University of Colorado, and M. V. O'Shea, Professor of Education in the University of Wisconsin, have conducted a series of investigations extending over a considerable period, with a view to contributing to the solution of the various problems connected with the teaching of spelling.

First, an examination of the spelling history and abilities of a large number of pupils in a rather general way was carried on. Second, a study was made of a small group in a very thoroughgoing manner. Third, followed an examination of about 300,000 words in common usage, both in speech and correspondence, in order to determine which words should receive attention in the spelling vocabulary.

The Child and His Spelling

By WILLIAM A. COOK and M. V. O'SHEA

contains the results of these experiments, and presents a thoroughgoing, practicable explanation of (1) the psychology of spelling; (2) effective methods of teaching spelling; (3) spelling needs of typical Americans; (4) words pupils should learn.

The material contained in The Child and His Spelling will be found of the greatest value to teachers and to parents who desire to co-operate at home with the work of the school in the education of children. This work constitutes one volume of the CHILDHOOD AND YOUTH SERIES.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company

Publishers, Indianapolis

GET in tune with childhood. Take the children's point of view. Find how work and play may be united in their lives in happiest and most effectual combination. See how the monotony of the daily "grind" may be broken and lively, wholesome, compelling interest be aroused in home study, school work and tasks of the day.

Successful learning depends on successful teaching. The romantic spirit of youth revolts against constraint, and the teacher, be he parent or pedagogue, can succeed in educating the child only by establishing between himself and his pupil, the proper sympathetic relation.

Edgar James Swift, Professor of Psychology and Education, Washington University, St. Louis, after years of extended experiment, has learned ways and means of accomplishing this and has collected a vast amount of valuable information concerning methods of turning to educational advantage the adventurous overflow of youthful energy.

He shows how home and school studies may take on a vital relation to the actual daily life of children and how enthusiasm for their work may be inculcated in the young. All this is told, in a manner to quicken the interest of parents and teachers, in

Learning and Doing

By EDGAR JAMES SWIFT
Author of Mind in the Making, Etc.

Make the child as happy in his work as he is in his play by finding how you can appeal to his individual interests, tendencies and intellectual traits, and how the learner may be taught with the least resistance and greatest efficiency.

This is precisely the book for every parent and teacher who wants to make study a pastime and not a drudgery. It is included in the CHILDHOOD AND YOUTH SERIES, the important new collection of books for parents and teachers.

12mo, Cloth, One Dollar Net

The Bobbs-Merrill Company
Publishers, Indianapolis

HV9069
.S36

89213

ST. OLAF COLLEGE
HV9069 .S36
Schoff, Hannah - The wayward child a study of the
3 0111 00207 2436